DOCUMENT RESUME

ED 093 128 EC 062 249

TITLE	Polk County (Florida) Vocational-Occupational Curriculum Model for Exceptional Children.
INSTITUTION	Polk County Board of Public Instruction, Bartow, Fla.
PUB DATE	[74]
NOTE	211p.
EDRS PRICE	MF-$0.75 HC-$10.20 PLUS POSTAGE
DESCRIPTORS	*Behavioral Objectives; *Career Education; *Curriculum Guides; Daily Living Skills; *Educable Mentally Handicapped; Elementary School Students; *Exceptional Child Education; Health; Language Arts; Mathematics; Mentally Handicapped; Sciences; Secondary School Students; Social Adjustment; Vocational Education
IDENTIFIERS	Florida; Polk County

ABSTRACT

Presented is the Polk County, Florida preliminary model vocational-occupational curriculum guide for educable mentally retarded (EMR) students in grades 1-2. Aim of the curriculum is the successful placement of students in the community. Provided for grades 1-6 are the following components: a rating scale and behavioral objectives for primary and intermediate levels in areas such as the family, language arts, reading, health, career education, body image, directionality, the neighborhood, transportation, and geographical/governmental concepts. Materials are suggested for use in language arts and arithmetic. Offered for grades 7-9 are a vocational readiness checklist and behavioral objectives for effective living, prevocational abilities, general work duties, general work information, communications, and mathematics. Grades 10-12 items include an orientation form and behavioral objectives for communications, personal and social adjustment, self preservation, social and environmental sciences, wages and hours, and functional skills. The following are examples of behavioral objectives: location of Florida on a map for understanding of geography (elementary level), knowledge that lateness is a form of dishonesty for attainment of prevocational skills (junior high level), and knowledge that hallucinogens distort physical senses for awareness of troublesome drugs (life sciences unit of the personal and social adjustment category in high school). Included are lists of materials, state approved texts, and survey results of alternate graduation plans for EMR programs. (MC)

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POLK COUNTY

VOCATIONAL - OCCUPATIONAL

CURRICULUM MODEL

FOR

EXCEPTIONAL CHILDREN

THE SCHOOL BOARD OF POLK COUNTY

EXCEPTIONAL CHILD DIVISION

EC 062 249

THE SCHOOL BOARD OF POLK COUNTY, FLORIDA
Homer K. Addair, Superintendent of Schools
Bartow, Florida

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FORWARD

The major emphasis of the Polk County School System is "quality" education for all children.

It is towards this emphasis that this book has been developed and assembled with the major purpose of providing the children/youth enrolled in Special Education of Polk County with an adequate vocational or career oriented sequential curriculum.

I commend the teachers who worked so diligently to develop these Guidelines and urge your support in the implementation of these efforts during the 1973-74 and future school years.

H. K. Addair
Superintendent of Schools

The overall goal of an effective program for the mentally handicapped is successful job placement in the community. This program should offer all the necessary skills and tools that the child will use on the job after he completes the program, whether it be such jobs as a diswasher, waitress, or plumber's helper. Too many programs for the handicapped seem to offer only strong academics and very little career education. This does not mean however, that academics should be foresaken in favor of career education. These two approaches should be combined in an effective program which would adequately prepare the Exceptional Child for the world of work. The purpose of this project is to prepare an adequate vocational or career oriented sequential curriculum to prepare the Exceptional Children of Polk County for the world of work, a world in which they must be able to successfully compete.

This is your copy of the Curriculum Model. We hope that you will experiment and use it in your classroom, because the 1973-74 school year has been designated as our test year. Hopefully, we will be able to have meetings where each Teacher may have input as to how they think the Curriculum Model should be. This is your chance to determine what you want to teach our Exceptional Children. Plans call for a finalized edition of the Curriculum Model to be prepared before the 1974-75 school year, this will include your additions and/or omissions, and presented to the School Board for county adoption. This Model will only be as good as the work put into it.

The following Curriculum Model was developed from the St. Lucie County Vocational Checklist and the State Curriculum Model for EMH Children by 12 Polk County Teachers. Each individual spent at least 32 hours during the second semester working on this Model.

Teachers participating on the Guidelines were:

Gordon Graham, Lakeland Senior

Ed Donnelly, Haines City Senior

Bill Morris, Lake Wales Senior

Sarah Mayer, Polk Vocational

Neal Davis, Auburndale Junior

Don Sawtelle, Golfview Junior

Pete Borowski, Kathleen Senior (Job Placement)

Mike Bell, Babson Park Elementary

Sam Knight, Lake Wales Middle

Vancilla Williams, Lincoln Avenue Elementary

Jane Wagner, Elementary EMH Consultant

Grady Jordan, Secondary Exceptional Child Consultant

During the workshop, much discussion centered around whether to use the Model itself as a checklist for each individual student or have a separate rating scale or checklist for each student. Just the mechanics of completing a large checklist for each student, at the junior high range, for example, would be very time consuming. Since our classes seem to be largest between grades 6 and 10, we felt that this area needed special attention. The Junior High segment has with it a short checklist for vocational readiness. This is to be completed on each student in grades 7 and 9.

If we wish to further condense the entire Model for supplying each student, grades 1 - 12, with his own personal record, then we might use a rating scale with the condensed Model. Here is a suggested one for grades 1 - 6, with a number scale and explanation, to be put into the appropriate space.

	GRADES 1	2	3	4	5	6	T. Name	Date
knows own name	2	1						
follows directions	4	2	1					
can tell time	4	4	3	1				
appropriately dressed	2	2	2	2	2	2		

SCALE:

1 achieved

2 good

3 fair

4 limited ability

5 ability, but will not try

6 no ability

Let us re-emphasize one very important fact, the 1973-74 school year is a year of testing and experimentation. Frequent meetings will be held with all teachers to determine the effectiveness and practicality of the Model. Each of you will have the opportunity to put as much or as little into the Model as you wish. Once the School Board adopts or approves the Model, it will then be "county policy" and all EMH and Varying Exceptionalities teachers will use it in their classrooms.

Use the Model and become familiar with it. If you do not like the Model, help us modify or change it to one you can comfortably use in your particular school and classroom.

VOCATIONAL - OCCUPATIONAL

CURRICULUM MODEL FOR

POLK COUNTY

EXCEPTIONAL CHILD EDUCATION

ELEMENTARY SECTION

GRADES 1 - 6

READINESS

(Primary)

FAMILY:

1. Knows parents' names
2. Knows address and phone number
3. Knows names of family members
4. Knows individual family responsibilities
5. Knows safety in the home
6. Knows different types of family recreation
7. Knows different types of recreation with friends
8. Knows extended family relationships (brother, sister, aunt, cousin, etc.)

HOME:

1. Knows names of rooms of house
2. Knows different types of houses
3. Knows furniture in rooms

SEASONS:

1. Recognizes 4 seasons:
   summer, fall (autumn), winter, spring

2. Knows appropriate clothing worn

3. Knows physical change in weather

HOLIDAYS:

1. Has awareness of following holidadys:

   a) Halloween
   b) Columbus Day
   c) Thanksgiving
   d) Christmas
   e) July 4th
   f) New Years Day
   g) Valentines Day
   h) Washington's B'day
   i) Lincoln's B'day
   j) Easter
   k) Memorial Day
   l) Own Birthdate

SCHOOL:

1. Knows name of school

2. Knows location of rooms in school -
   cafeteria, special classes, nurse,
   office, buses

3. Knows jobs and responsibilities of
   school helpers - principal, nurse,
   janitor, secretary, bus driver,
   cafeteria help, library, music
   teacher, gym teacher

LANGUAGE ARTS:

1. Can make wants known
2. Uses words (orally)
3. Uses sentences (orally)
4. Names common objects (Foods, toys, furniture, clothing, vehicles, etc.)
5. Converses freely with teacher
6. Converses freely in group discussion
7. Can write manuscript letters (ABC's)
8. Can recognize manuscript letters
9. Can write full name
10. Can say full name
11. Can say and write age and birthdate
12. Appropriate use of telephone

READING:

Readiness

Pre-primer

HEALTH:

1. Knows how doctors and dentists help
2. Knows how to care for hair, hands, face, ears, nails, clothes, teeth

SAFETY:

1. Safety in fire drills
2. Safety in classroom - scissors, stove, knife, pencil
3. Safety signs - stop, school, railroad, etc.
4. Safety in school - buses, halls, playground

CAREER EDUCATION

A. MANUAL SKILLS:

1. Use of basic tools in classroom - crayons, pencils, paints, scissors, paste, rulers
2. Can tie shoes
3. Can dress and undress
4. Cleaning - can dust, erase blackboards, wash tables and chairs, clean up spilled foods, sweep floor, wash and dry dishes
5. Foods - table setting, cleaning up

B. SOCIAL LIVING:

1. Can wait turn

2. Listens when others talk

3. Shares toys

4. Plays quietly

5. Plays well with others

6. Respects rights and property of others

7. Courteous in greeting
   Courteous in requests
   Courteous in replies

8. Work habits

   a) Follows directions
   b) Works quietly
   c) Finishes work or tasks
   d) Makes good use of time

C. COMMUNITY HELPERS:

1. Is familiar with basic community vocations: fireman, policeman, farmer, etc.

2. Knows jobs of community helpers and workers

3. Can identify helpers' and workers pictures

BODY IMAGES:

1. Knows names of basic parts of body and how they help us. (eyes, ears, feet, teeth, nose, etc.)

LATERALITY AND DIRECTIONALITY:

Knows:
- up and down
- in and out
- on and off
- high and low
- near and far
- left and right
- over and under
- beneath
- narrow and wide
- next
- close and closer
- middle
- above and below
- top and bottom
- across
- front and back
- first and last

BALANCE

POSTURE

MOTION:

Knows:
- slow and fast
- slower and faster

ARITHMETIC CONCEPTS:

Size, Weight, and Height

Knows:
- big and little
- tall and short
- long and short
- round and square
- circle and circles
- curved and straight
- heavy and light
- thick and thin
- less than and more than
- taller and shorter
- more and most
- tallest and shortest
- bigger and smaller
- large and small

AMOUNT:

Knows concept of:

- empty and full
- whole and part
- each
- pair
- few and many
- a group of objects
- none
- all and some
- many

TIME:

Names Concepts of:

days of week
beginning and end
first and last
before and after
early and late
fast and slow
on time
night and day
winter and summer
morning and afternoon
noon

ARITHMETIC NUMBER SKILLS:

Counting: 1 - 5
1 - 10
1 - 50
1 - 100

WRITING NUMBERS:

1 - 5
1 - 10
1 - 50
1 - 100

ORDINALS:

Recognition and meaning of
ordinals through tenth

ADDITION:

1 - 5
1 - 10

SUBTRACTION:

1 - 5
1 - 10

MONEY SYSTEM:

Recognition of:

One cent
Pennies in nickel
Dime
Quarter
Fifty cents
Dollar
Five Dollars

FRACTIONS:

One-half of object or unit

DEVELOPMENTAL

(INTERMEDIATE)

NEIGHBORHOOD:

1. Can write address
2. Knows difference between rural and city
3. Knows layout of own city
4. Knows different kinds of stores: (hardware, drugstore, bakery, variety store, discount store, etc.)
5. Knows different kinds of services: (gas station, repair shops, beauty and barber shops, etc.)
6. Knows functions of community leaders: (mayor, minister, law enforcement officers)

FOOD:

1. Knows food groups
2. Can categorize food into groups
3. Knows food workers
4. Knows appropriate food stores
5. Knows appropriate foods for breakfast, lunch, and dinner

CLOTHING:

1. Knows types of cloth:
   Wool, cotton, silk, etc.
2. Knows sources of cloth
3. Knows types of clothing stores

TRANSPORTATION:

1. Knows types of land transportation
2. Can recognize names of above
3. Knows types of air transportation
4. Can recognize names of above
5. Knows types of water transportation
6. Can recognize names of above
7. Knows appropriate transportation to use
8. Can recognize pictures of all

LEISURE TIME:

1. Knows proper places to play in neighborhood
2. Knows recreational activities according to season and weather
3. Follows safety rules during play activities

ARITHMETIC:

1. Number skills

   a) Addition

      1. Facts through 19
      2. Carrying

   b) Subtraction

      1. Facts through 19
      2. Borrowing

   c) Multiplication

   d) Simple division

2. Calendar

   a) Knows days of week

   b) Can write days and their abbreviations

   c) Knows months

   d) Can write months

   e) Can write daily date

   f) Knows four seasons

   g) Knows holidays: Importance and meaning

   h) Knows number of days in week, months, and year

ARITHMETIC: (continued)

3. Time

   a) Knows and can write hour

   b) Knows and can write one-half hour

   c) Knows hour hand and minute hand

   d) Knows minutes before and after hour

   e) Knows day and night

   f) Knows morning, afternoon, and evening

   g) Can follow a time schedule with some guidance

   h) Knows A.M. and P.M.

4. Measurement

   a) Knows inch, foot, yard

   b) Knows 1, 1/4, 1/3, 1/2 cup

   c) Knows tablespoon

   d) Knows 1, 1/4, 1/2 teaspoon

   e) Knows ounce and pound

   f) Knows pint, quart, gallon

   g) Knows dozen and half dozen

   h) Can read thermometer

5. Money:

   a) Count and make change

   b) Can apply money to lunch money, milk, etc.

   c) Knows purchase value

   d) Comparative shopping

   e) Can read and express money in written forms

   f) Can add and subtract money in place value

   g) Knows functions of banks and savings and loans

LANGUAGE ARTS:

1. Listens to and follows directions

2. Can tell a story in complete sentences

3. Can dramatize (plays or puppets)

4. Responds well to writing of experience stories and news

5. Can use a telephone and telephone directory, including emergency numbers

6. Can write short sentences independently

7. Can write short stories independently (letters and thank you notes)

8. Knows use of capital letters

9. Knows use of periods, commas, question mark, exclamation point, quotation marks

10. Can spell functional words

11. Writing

    a) Writes own name in cursive
    b) Is familiar with cursive writing

CAREER EDUCATION:

A. Manual Skills

1. Can do simple cooking with instructions

2. Knows proper table setting

3. Has good table manners

4. Can do simple sewing

5. Keeps room neat

6. Keeps desk neat

7. Has refined use of scissors

8. Can trace a pattern

9. Can use basic hand tools

READING:

1. Develop Reading Skills

   a) Recognizes words

   b) Knows word meanings

   c) Recognizes main ideas

   d) Perceives sequence of events

   e) Reads for comprehension

   f) Notes details

   g) Recalls specific details

   h) Can make judgments about stories

   i) Knows functional words (stop, danger, restroom, poison, brand names, family names)

   j) Works independently

   k) Uses newspaper for:

      1. Weather

      2. Clothing ads

      3. Food ads

      4. Items to buy and sell

      5. Entertainment

      6. Specific news items

GEOGRAPHICAL AND GOVERNMENTAL CONCEPTS

COMMUNITY:

1. Understands concept of county
2. Locates Polk County on state map
3. Understands concept of city
4. Locates own town on map
5. Understands directions and their abbreviations (North, South, East, West)
6. Can give verbal directions to specific places in the community
7. Knows mayor's name and function
8. Knows our schools are run by county

STATE:

1. Understands concept of state
2. Locates Florida on U.S. map
3. Locates Hillsborough and Orange Counties on map
4. Locates major cities and major routes
5. Knows who is governor of Florida

NATION:

1. Understands concept of country
2. Knows who is President and Vice-President of the United States

SUGGESTED MATERIALS

LANGUAGE ARTS

Word pocket chart
Writing paper (various sizes of paper and line widths)
Color charts
Sentence strips
Mini Boards or Slates
Form Boards
Puzzles
Magazines
Newspapers (local)
Family member cutouts
Community Helper cutouts
Parquetry blocks
Alphabet wall cards
Scissors
Paste - glue
Paints
Crayons
Clay
Printing set
Games
Puppets
Crossword Puzzles
Telephone Directories
Seasons
Nifty chart tablets
Functional word list (Stanwix House)
Templates
Peabody Language Kit
Styrofoam shapes
Crossword puzzles
Lyons & Carnahan Game Kit
Letter Sticks by Hasbro (similar to Pickup Sticks; available at Gandee Toys, Searstown, Lakeland)
Filmstrips
Maps
Transparencies
Labels on boxes, cans

ARITHMETIC

Games
Abacus
Crossword puzzles
Telephone directories
Dominoes
Peg boards
Counting blocks
Counting beads
Rulers
Clocks (Individual plus Mattelatime Talking)
Calendars
Measuring cups, spoons, jars
Thermometers
Weather vane
Counting frame
Hundred chart
Number lines
Frank Richards catalogue suggestions
Peabody Language Kit
Various "Judy" Materials:
Judy calendar (wooden)
Judy Hundred Vari-board
Judy color shapes
The Winning Touch (Ideal)
Filmstrips
Multiplication and other records

SUGGESTED MATERIALS AND EQUIPMENT

Flannel board
Typewriter
Balance beam
Balance disc
Overhead projector
Filmstrip previewer
Filmstrip projection
Tape recorder
Record player
Listening station
Peabody Language Kit 1 and 2
Hot plate or range
Rhythm instruments
Safety signs
Shoe-lacing
Place settings for table
Silverware
"Let's Find Out" Series
Simple tools:
- Claw hammer
- Phillips and common screw driver
- Hand saw
- Hand auger or bit
- Medium size adjustable crescent wrench

Primary pencils, Style 82, First grade, Black finish, untipped
Newsprint: partially lined, size 18" x 12" from Pyramid Paper Co., Tampa White Sub. 14 - ruled LW
U. S. Puzzle
Frank Richards Catalogue for Social - Personal materials

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VOCATIONAL - OCCUPATIONAL

CURRICULUM MODEL FOR

POLK COUNTY

EXCEPTIONAL CHILD EDUCATION

JUNIOR HIGH SECTION

GRADES 7 - 9

VOCATIONAL READINESS CHECKLIST

Name _____
First Middle Last

Birthdate _____ Sex _____ Race _____
Mo. Day Yr.

Address _____ Telephone _____

_____
Zip

Social Security Number _____ Legal Birth Certificate _____

Parents _____ OR Guardian _____

_____ _____

City or Town _____ School _____

Current Status of Student _____

Years in Special Education _____

Work Experience (including school) _____

_____

_____

_____

Name _____

Date _____

	Proficiency of success				Consistancy			of Effort		Best he or she can do	
	Poor	Fair	Good	Excellent	Seldom	Occasionally	Frequently	Adequate	Inadequate	Yes	No
1. Quality of work											
2. Cooperation											
3. Quantity of work											
4. Dependability											
5. Appearance											
6. Supervision needed											
7. Criticism accepted											
8. Absence procedure											
9. Absence sickness											
10. Perseverance											
11. Completion of tasks											
12. Working with others											
13. Working independently											
14. Care of materials and equipment											
15. Observing rules											
16. Handling of time											
17. Ambition											
18. Requests to help others											
19. Ready for work on time											
20. Has necessary tools on hand											
21. Ability to adjust or change											
22. Willingness to work											

	Success				Consistancy			Effort		Can do	
	Poor	Fair	Good	Excellent	Seldom	Occasionally	Frequently	Adequate	Inadequate	Yes	No
23. Following directions											
24. Accepting competition											
25. Decision making											
26. Adheres to acceptable behavior											
27. Obeys and recognizes authority											

****

Physical and Sensory Information (Please check)

Vision:

Seems normal without glasses _____;
Seems normal with glasses _____;
Seems to have visual problem without glasses _____; with glasses _____.

Other problems _____

_____

Hearing:

Seems normal without hearing aid _____;
Seems normal with hearing aid _____;

Seems to have hearing problem without hearing aid _____;
Seems to have hearing problem with hearing aid _____;

Other problems _____

_____

		Normal	Mild Limitation	Severe Limitation
Upper Extremities	Hands	right		
		left		
	Arms	right		
		left		
Lower Extremities	Feet	right		
		left		
	Legs	right		
		left		
	Hips	right		
		left		

Other physical limitations _____

_____

_____

Is the student's vocational goal (s) realistic? Yes ____ No ____

If no, why? _____

_____

General description of student in relation to vocational program

_____

_____

_____

_____

_____

_____

NOTEWORTHY REMARKS (FACTS, not OPINION)

7th Grade

8th Grade

9th Grade

10th Grade

11th Grade

12th Grade

NOTEWORTHY COMMENTS

(procedures and methods found successful)

EFFECTIVE LIVING

I. Social Relationships:

A. Individual demonstrates:

1. Good attitude toward work
2. Dependability
3. Promptness most of the time
4. Completion of work
5. Obedience and recognition of authority
6. Acceptance of just criticism without getting angry
7. Reasonable clarity of speech
8. Some ability in making introductions
9. Appropriate posture
10. Trustworthiness
11. Speech free of offensive slang
12. Correct usage of telephone
13. Ability to follow directions

B. Group: Pupil Demonstrates

1. Ability to take turns

2. Ability to share experiences with others in group

3. Reasonable maturity to accept reprimand and to make amends

4. Respect for peers

5. Ability to work as a team

C. Family and Home

1. Knows he should assume some responsibilities as member of family

2. Realizes the head of a family must acquire and keep a job

3. Has some knowledge of shelter costs: (rent, mortgage)

4. Home safety rules

5. Simple home repairs

a. Electrical

b. Mechanical

D. Dating - Courtship

1. Knows appropriate places to go on a date

2. Understands the purpose of dating

3. Understands the importance of dating

4. Understands consequences of premarital sex

E. Sex

1. Knows and uses correct terminology

2. Understands physical aspects

3. Understands moral aspects

4. Understands consequences of premarital sex

5. Understands VD thoroughly

F. Babysitting

1. Knows responsibilities of a sitter

2. Knows responsibilities of parent-employer

3. Knows characteristics of safe sitter

4. Knows benefits; experience and monetary

5. Knows how to get along with children

6. Knows play activities for different age groups

7. Knows characteristics of a sick baby

G. Community

1. Knows the name of the city in which he lives

2. Has some knowledge of city government

3. Knows the name of the county in which he lives

4. Has some knowledge of local jobs available

5. Knows the local law enforcement agencies

6. Has some knowledge of local services

7. Comparative shopping

8. Aware of rights and responsibilities of the individual

9. Has a knowledge of all modes of local transportation

H. State

1. Knows the name of the state in which he lives

2. Knows that Georgia is next to Florida

3. Knows who is Governor of Florida

4. Knows that Tallahassee is the capital of Florida

5. Has some knowledge of Florida (history, industry)

6. Knows the Atlantic Ocean and Gulf of Mexico touch Florida

I. National

1. Has some realization that his city and state are in the United States

2. Knows Washington, D. C. is capital of his country

3. Knows the name of the President of the United States

4. Aware of democratic processes

II. Science for Individual - Application to Environment

A. Weather - Seasonal Characteristics

1. Know some effect on health

a. Changes in temperature

b. Sunburn

c. Injury from storms (flying debris)

2. Know some effects on local jobs

    a. Farming

    b. Tourism

B. Animals

1. Can identify some pets and some local domestic and wild animals, insects, fish and birds

2. Has some knowledge of benefits of animals

3. Knows local poisonous snakes

4. Knows he must conserve non-poisonous snakes, birds, and other beneficial animals

C. Plants

1. Has some knowledge of plants and trees

2. Knows some local poisonous plants

3. Has some understanding as to the need to conserve trees and plants

D. Earth and Surroundings

1. Knows simple characteristics (gravity, movements)

2. Knows there is a relationship of characteristics to:

    a. Time and calendars

    b. Seasons

3. Knows the directions of the compass

III. Health

A. Takes pride in personal appearance

B. Has a clean body

C. Wears clean clothes to school

D. Brushes teeth

E. Is aware of personal body cleanliness

F. Uses deodorant

G. Has established a good personal inspection every day

H. Knows ingredients of a good meal

a. Knows the 4 basic kinds of foods

I. Gets proper rest

J. Established good attendance record at school

K. Aware of major body systems

IV. Aware of Leisure Time Activities

A. Knowledge of facilities used

B. Can express self in a variety of art forms

V. Citizenship

A. Definition, identification, duties of a citizen in our society

1. Can tell what a society is and list different societies he is a member of

2. Can state ways of becoming a citizen of the United States

3. Can state things that a good citizen does, i.e., obey laws, vote, pay taxes, etc...

4. Knows what taxes are used for

5. Can define loyalty to country

a. Can name the father of our country

b. Can explain the meaning of Independence Day

c. Knows the meaning of freedom in the United States

d. Knows why a good citizen will fight for our country

e. Knows meaning of stars and stripes

B. Structure of Society

1. Can state people in the total family

a. Can state things a family has in common

b. Can define blood relation

c. Can define relation by marriage

d. Can give examples of blood and marriage relations

e. Can describe what inheritance means

f. Can give examples of things that are inherited

2. Can define neighborhood

a. Can list things found in neighborhoods

b. Can name some of the streets in his neighborhood

c. Knows the last names of at least three families in his neighborhood

d. Knows the denomination of his neighborhood church

e. Can tell where the neighborhood store is located

3. Knows that a number of neighborhoods make up a community

a. Can describe the three types of communities

b. Knows why the city is losing people and the suburban area is growing

c. Can describe the types of communities (service, etc.)

1. Can state the principle occupations in the community

2. Can describe how a community grows

3. Can name at least four main streets in his own community

4. Can name main highways that lead into his community

5. Knows the names of surrounding communities and their direction

6. Knows the importance of community growth

7. Knows how the county services the citrus industry

8. Can name citrus fruits

9. Can state why banks help a community to grow

10. Can state why good schools attract people

11. Can explain tourism in Florida

d. Can state things an urban center must have to be a manufacturing center

1. Can define manufacture

2. Can tell why factories came into being

3. Can explain division of labor

4. Can explain what an assembly line is

5. Can explain how an assembly line can produce goods cheaper

C. School institution

1. Can state purpose of the school and your program

2. Can state how education helps him make a better living

3. Can explain what the peer group is

4. Can explain what he does in the peer group

5. Can say what will happen if he does not conform to the peer group

6. Can state why a high school diploma is important

7. Can explain why school provides him with abilities to gain security

8. Can explain how school prepares him for jobs.

D. Government institution

1. Knows purpose of government

2. Can state at least two branches of government

3. Can name the four levels of government

   a. Can name and locate

   b. Knows presidents name

   c. Knows vice presidents name

   d. Can name and locate Tallahassee

   e. Knows governors name

   f. Can name and locate Bartow

   g. Can name and locate Polk County

      1. Knows schools are run by county

      2. Can describe at least three things that each level of government does

      3. Knows what registration is for and who can register

      4. Knows the names of the two major political parties

      5. Knows the meaning of candidate

6. Knows what a ballot is

   a. Knows why he should vote

7. Civic responsibility

   a. Knows who owns public property

   b. Knows why he should take good care of it

   c. Can state why we have laws (protection)

   d. Knows who will punish you if you break laws

   e. Can state the three levels of law enforcement officers

   f. Can state at least three duties of all police

   g. Can state difference between rules and laws

   h. Knows that police do not punish, the courts do

   i. Knows what the Chamber of Commerce is and what it does

E. Economic institution

   1. Can state the purpose of the economic institution

   2. Knows how our goods are distributed

   3. Knows why we have money

4. Can state the two things you can do with money

5. Can state what a bank does (buy and sells money)

   a. Knows the definition of a loan

   b. Knows the meaning of collateral

   c. Knows where a bank gets its money

   d. Knows why bank interest on savings is lower than on a loan

   e. Knows the difference between the interest rates as the profit a bank makes

   f. Can state why you put money in a savings account

   g. Can state why you use a checking account

   h. Can define a low risk loan

   i. Can define a high risk loan

   j. Can tell why people who cannot borrow money from banks can get a loan from a loan company

   k. Can tell why money from a loan company costs more than money from a bank

   l. Can explain what a credit rating is

   m. Can state things necessary to establish credit

n. Can explain what a credit card is

o. Can tell how he pays for goods bought using a credit card

p. Knows the pitfalls of charging

q. Knows the meaning of installment buying

r. Knows the meaning of mortgage

s. Can explain why he should have life insurance

t. Can explain why he should have accident and health insurance

I. Pre - Vocational Analysis

1. Is trustworthy, can be trusted
2. Is prompt and on time for work
3. Obeys and recognizes authority
4. Works well on the job
5. Can work well with no supervision
6. Is careful of equipment on the job
7. Is a neat worker
8. Can take change of job in stride
9. Keeps own time record in the classroom
10. Wears the proper uniform all the time, if available
11. Exercises an appropriate amount of initiative for a child of this age
12. Is not absent from work except for sickness
13. Has a good attitude toward work
14. If a problem arises, will talk about it with supervisor or teacher
15. Goes through proper channels with a problem

16. Follows simple safety rules when using tools

17. Can follow progressive directions

18. Has developed eye - hand coordination and manuel dexterity

19. Has knowledge of all modes of local transportation

II. Pre - Vocational

A. Can state how a good or poor rating affects him - pay, promptions, etc..

1. Knows the meaning of promptness in reporting to work

2. Knows being late is a form of dishonesty

3. Knows two ways of reporting to work

4. Can describe how to use a time clock

5. Suggests, without being asked directly, he would be at work early

6. Can explain why he must report to the boss

7. Is in class on time

B. Can state the difference between promptness and attendance

1. State the meaning of attendance

2. Can explain why absenteeism is important to the employer

3. Calls employer when sick (if working)

4. Notifies work coordinator if not at work

5. Looks at person he is talking with

6. Does not cover mouth with hands when talking

7. Speaks clearly when asking questions

C. State the meaning of appearance and grooming

1. Name aspects of appearance

2. Name aspects of grooming

3. Can state how good grooming improves appearance

4. Can tell what clothes would be appropriate for work

5. Is properly dressed at school and work

6. Is well groomed at school

D. State the meaning of honesty

1. Can name the three dont's of honesty

2. Can state what self concept means

3. Can state why lying to oneself is the worst lie

4. Can explain how being late for work is like stealing

5. Can explain how cheating on tests is cheating oneself

6. Can explain the difference between borrowing, finding, and stealing

7. Can tell what to do if they find a wallet lying on the ground

8. Name things that can be stolen besides money (time, ideas, etc.)

9. Does not cheat in school

E. State the meaning of ability to follow directions properly

1. Can define ability

2. Ask student to repeat a series of directions

3. Can state the first rule of learning directions, listening

4. Can define sequence

5. Follows directions in school

6. Can follow class schedule

F. State meaning of ability to stick to a job until it is completed

1. Can tell of a job he has stuck to until finished

2. Can tell how going to school until he gets a diploma is sticking to it

3. Completes classroom work

4. Completes shop projects

G. Can explain the meaning of care of equipment and materials

1. Can explain care
2. Can list pieces of equipment
3. Can identify tools
4. Can identify machines
5. Can identify materials
6. Can give procedures for care of equipment
7. Can give rules for care of material
8. Can state the difference between tools and machines
9. Has a neat notebook
10. Has sharpened pencils before class begins
11. Is careful of school equipment
12. Returns tools to proper place
13. Uses ship material carefully
14. Cleans shop, work station, and tools

H. Can explain the meaning of regard for safety and health procedures

1. Can define regard (why)
2. Can state most important rule of safety (mind on work)
3. Can state important rules of safety
4. Can state safety rules around machines
5. Can define health
6. Can state rules of health
7. Can relate health and grooming
8. Eats lunch each day
9. Does not sleep in class
10. Uses all protective equipment in shop

I. Can explain ability to get along with others

1. Talks with teacher
2. Talks with other students
3. Looks pleasant
4. Knows name of employer (if working)
5. Knows names of some other employees

6. Helps other students in class

7. Uses proper title when talking to teacher, boss, etc.

8. Can work with peers

J. Knows meaning of ability to learn new tasks

1. Can define task

2. Can explain why it is easier to learn a task than a whole job

3. Can give an example of a task and relate it to a job

4. Can state the rules of learning a new task

   a. Listening

   b. Watching

   c. Thinking

   d. Asking questions

   e. Practicing

5. Can do assigned tasks in school room

6. Practices rules of learning in the classroom

7. Can operate shop and classroom machines

8. Can and does follow machine checklist

K. Can explain what following company rules and procedures mean

1. Can state who makes rules
2. Can explain what will happen if he breaks rules
3. Can explain why a company has rules
4. Follows school rules

L. Can define dependability and reliability

1. Can define depend
2. Can define rely
3. Can explain difference between depends and rely
4. Can state at least two reasons the boss depends on you
5. Is in class on time each day

M. Can define ability to accept criticism

1. Can define criticism
2. Can define accept
3. Will accept correction by teacher pleasantly
4. Will accept correction and act upon it

N. Can define initiative as seeing things to be done

1. Can see things to be done
2. Can define routine
3. Can explain how a good routine is also a good safety practice
4. Can explain how a good routine is also a good safety practice
5. Picks up paper in classroom without being told
6. Asks to do various jobs around classroom
7. Makes suggestions in classroom and shop

O. Can state what ability to work unsupervised means

1. Knows supervisor and boss are usually the same person
2. Can state what unsupervised means
3. Can relate sticking to a job, and working unsupervised to each other
4. Copies notes from chalkboard without being told
5. Can work in shop or classroom without supervision

P. Can explain at least one way of showing interest in work

1. Asks questions in class
2. Brings in news articles of interest
3. Asks for additional material on subject
4. Brings in articles for repair and asks for help and instruction in repairing them

III. General Work Duties

A. Can describe duties of

1. Custodian
2. Janitor
3. Bus boy or girl
4. Filling station worker
5. Mechanics helper
6. Kitchen helper
7. Hotel/motel maid
8. General laborer in construction
9. Automotive worker
10. Stock clerk
11. File clerk
12. Citrus workers

13. Grocery clerk

14. Other local jobs

B. Can describe his/her duties on the job if working or have worked

C. Can complete simple application

1. Knows meaning of reference, business, character, school, church, and police

2. Knows social security number or has it with him

3. Knows meaning of being convicted or breaking the law

D. Can state things to do during an interview

1. Proper dress

2. Proper grooming

3. Speak clearly

4. Do not talk too much

5. Be frank and honest

6. Stand until asked to be seated

7. Use sir or mám

E. Can state how much notice should be given when leaving a job

1. Knows importance of quitting job correctly

2. Knows responsibilities he owes to his employer

3. Knows importance of references from past employees

IV. General Work Information

A. Knows sources of jobs

1. Can read and understand classified ads

2. Knows where Vocational Rehabilitation office is and who the counselor is

3. Knows what a trade union is

4. Knows what a personnel office is and what they do

5. Knows what the Florida State Employment office is and where located

B. Types of jobs

1. Can describe a seasonal job and state examples

2. Knows why seasonal jobs are not desirable

3. Can define skilled, semi-skilled and unskilled as related to jobs

4. Can state what shift work is

5. Can state what a split shift is

6. Can state length of work week

7. Can state what overtime is

8. Can define migrant work

C. Methods of pay and fringe benefits

1. Can explain the difference between hourly and salary pay

2. Can explain

   a. Hourly pay

   b. Daily pay

   c. Weekly pay

   d. Semi - monthly pay

   e. Monthly pay

   f. Piece work pay

   g. Tip pay

3. Knows what the minimum wage is

4. Knows what a bonus is

5. Knows what commission pay is

6. Can explain why an employer may hold back the first pay period and how he receives that pay when he leaves the job

7. Can explain the following and knows they are called fringe benefits

   a. Sick leave pay

   b. Paid holidays

   c. Vacation pay

   d. Group insurance plan

e. Workmen's compensation pay

f. Unemployment pay

g. Profit sharing plans

h. Retirement plans

i. Social security

D. Pay check deductions

1. Can explain the following deductions

a. FICA

b. Income tax

c. Social security

d. Union dues

e. Uniform up keep

f. Health and life insurance

g. Retirement plan

h. Profit sharing plan

2. Can define gross pay

3. Can define net pay

E. Functions of Unions

1. Be aware of what a union is and its functions

2. Can explain closed and open shop

3. Can explain union dues

4. Knows the meaning of "black ball"

5. Aware of what a strike is

6. Aware of relationship between unions and management

7. Aware of what the union representative can do for him

F. Miscellaneious Work Information

1. Can explain what a bond is, who pays for it and what type of jobs require it

2. Knows who issues a health certificate and how to obtain one

3. Knows where and how to get a work permit

4. Can explain the meaning of business license

5. Can explain and knows where to get a peddler's permit

6. Aware of building permits and where to obtain one

7. Aware of work certificates and where to obtain one

COMMUNICATIONS

I. Reading

A. Pupil demonstrates adequacy re:

1. Functional vocabulary; basic sight words
2. Reads to find answers
3. Answers questions intelligently
4. Perceives sequence of events in a story
5. Works independently
6. Knows word meanings
7. Knows opposites
8. Can look up words in dictionary (alphabetical)
9. Can read and understand the telephone directory
10. Can read the letters of the alphabet in mixed order
11. Can read specified portions of the newspaper and find:
    a. Weather
    b. Food ads
    c. Clothing ads
    d. Specific news items
    e. Entertainment
    f. Classified ads

12. Knows the meaning of, and recognizes all fundamental words

13. Identify, locate, and sort by color

14. Has basic library skills

15. Can read labels (food, clothing, and medicine)

II. Writing or Printing

A. Pupil can write:

1. Name legibly

2. Birthdate

3. Address (complete)

4. Letters of alphabet legibly and correctly

5. Letters of alphabet in order

6. Letters of alphabet, when called upon, in mixed order

7. Complete sentence

8. Capitals correctly

III. Spelling

A. Pupil can spell in writing:

1. Own name

2. Address

3. City

4. County

5. State
6. Country
7. School name
8. Principal
9. Teacher
10. Functional vocabulary
11. Days of week
12. Months of year
13. Numbers from one to twenty
14. Primary colors
15. Primary safety words
16. Parents name (maiden)
17. Parents occupation(s)

MATHEMATICS

I. Whole Numbers

A. Pupil can read and write:

1. Car licenses
2. Telephone numbers
3. Traffic signs
4. Price tags and news ads
5. Car mileage
6. Gas pumps

B. Continuing development in Basic Skills

Pupil can:

1. count: from 1 - 100
   from 100 - 500
   from 500 - 1000
2. count: by 2's to 100
   by 5's to 100
   by 10's to 100
3. addition - with borrowing
   without borrowing
4. subtraction - with borrowing
   without borrowing

5. multiplication - by 1 digit

by two or more

6. division - simple

long

II. Fractions

Pupil understands:

A. Basic concepts

1/2 1/5

1/3 1/6

1/4 1/16

3/4 1/32

1/8

B. Can use fractions applicable to daily living

III. Decimal Fractions

A. Money decimals - basic skills

Pupil exhibits competency:

1. Addition (keep in straight line)

2. Subtraction

3. Multiplication

4. Division

IV. Percents in Business - has some basic knowledge

V. Money

A. Can make and count change to $50.00 or beyond

B. Budgeting (some knowledge of)

1. Personal accounts

2. Baking services

3. Allowances

4. Good money practices

5. Intelligent buying practices

VI. Linear Measurements

A. Has some knowledge of tools of measurement

i. Ruler

2. Tape measure

3. Yardstick

4. Carpenters rule

5. Roll tape

6. Odometer and speedometer

7. Level

8. Judgement of distance

B. Has some knowledge of terms of measurements

1. Blocks
2. Miles
3. Acres
4. Yards
5. Feet
6. Inches
7. Centimeter
8. Meter
9. Square foot
10. Square yard
11. Square inch
12. Board foot
13. Cubic foot
14. Kilowatt

C. Can measure accurately

1. One inch
2. Six inches
3. One foot

4. One yard
5. 1/2 inch
6. 1/4 inch
7. 3/4 inch
8. 1/8 inch
9. 1/16 inch
10. 1/32 inch

D. Knows the abbreviations for:

1. inch
2. foot
3. yard
4. mile
5. meter
6. centimeter

VII. Liquid and Dry Measurement

A. Has some knowledge of terms

1. cup
2. pint
3. quart
4. gallon
5. ounce

6. pound

7. bushels

8. tons

9. dozen and half-dozen

10. peck

B. Has knowledge as to use of tools of measurement:

1. cup

2. spoons

3. scales

4. thermometer (C^{o} and F^{o})

C. Knows the abbreviations for:

1. pound

2. ounce

3. pint

4. quart

5. gallon

6. ton

7. peck

8. bushel

9. square

10. cubic

VIII. Time

A. Calendar

1. can read dates on calendar
2. can write dates with numbers
3. can read dates with numbers
4. knows that 12 months equals 1 year
5. knows that 30 or 31 days equals 1 month
6. knows that 365 days equals 1 year
7. knows that 7 days equals 1 week
   a. can write and read days of week
8. knows that about 4 weeks equals 1 month
9. knows that 52 weeks equals 1 year
10. knows most national work holidays
11. has some knowledge of seasons
12. knows of a work week
13. has some ability to compute dates
14. vacation time

B. Clocks

1. can read the hour

2. can read the half-hour

3. can read the quarter before or after the hour

4. can write time

5. can read time (schedules)

6. knows A.M. and P.M.

7. has some understanding of morning, noon, afternoon, evening, night, and midnight

8. can recognize the second hand

9. knows that 60 seconds equals 1 minute

10. knows that 60 minutes equals 1 hour

11. knows that 24 hours equals one day

12. knows that 30 minutes equals 1/2 hour

13. knows that 15 minutes equals 1/4 hour

14. has some ability to compute time in terms of wages earned

IX. Concepts of measurement as applied to environment or vocation

A. Clothing measurements

Pupil knows his own:

1. height, and weight

2. awareness of size

B. Distances

1. local (home to school, etc.)
2. state (distance between Florida Cities)
3. read distances on maps (within state)

C. Measurements used in

1. cooking
2. grocery buying
3. sewing
4. carpentry
5. mechanics

VOCATIONAL - OCCUPATIONAL

CURRICULUM MODEL FOR

POLK COUNTY

EXCEPTIONAL CHILD EDUCATION

SENIOR HIGH SECTION

GRADES 10 - 12

ORIENTATION

1. Psychological evaluation _____
   (date)

2. Forms to be filled

   a. Parents permission slip (green)

   b. Permission to work

      (1) Parents

      (2) Work permits (under 18)

      (3) Vocational rehabilitation permission (this will be follwed by a home visit by the vocational rehab counselor).

      (4) Employers permission to work

      (5) Parents permission for field trips

3. Basic school rules

   a. Students authorization for medication

4. Schedule of classes

5. Reading level

Year	Level
197___	_____
197___	_____
197___	_____

6. Math Level

Year	Level
197___	_____
197___	_____
197___	_____

7. Physical Impairments

Sight _____

Hearing _____

Speech _____

Other _____

8. Transportation for Work Placement

a. Public ____ Bus ____ Taxi

b. Personal

9. Evaluation Procedures

a. Report cards

b. Job evaluation

COMMUNICATIONS

I. Basic Level - Oral Phase (A & B)

Knows:

A. Personal Information

1. Full given name
2. Address
3. Birthday
4. Birthplace
5. Parents'/Guardians' names
6. Immediate family (brothers - sisters)
7. Telephone number
8. City, county and state of current residence

B. Basic Information

1. Days of week
2. Months of year
3. Common holidays
4. How to describe surrounding community
5. How to locate and give directions:
   a. Police Department and courthouse
   b. Fire Department

c. Hospital

d. Doctor and Dentist

e. State agencies (employment, welfare)

f. Transportation (taxi or bus)

g. Clothing and food stores

II. Written Expression

A. Knows how to write:

1. Cursive alphabet (printing acceptable)

2. Full name

3. Full address

4. Full birthdate

5. Birthplace

6. Parent/Guardians' name

7. Mother's maiden name

III. Comprehension

A. Knows:

1. Full given name

2. Address

3. Birthdate

4. Birthplace

5. Family Names

6. Common street names
7. City, county and state (names of)
8. Telephone directory
9. Newspaper:
    a. Clothing ads
    b. Food ads
    c. [illegible]nt ads
    d. Important news
    e. Entertainment
10. Common self preservation words:
    a. Poison
    b. Danger
    c. First aid
    d. Fire
    e. Entrance and exit
    f. Walk and don't walk
    g. Stop
    h. No trespassing
    i. No swimming

j. Gas or gasoline

k. Acid (and potash)

l. Flammable

11. Driving vocabulary

a. Speed limits

b. Traffic lights

c. Common road signs

1. yield

2. stop

3. keep to right

4. one way

5. slow - school

6. no parking

7. no fishing

8. no hunting

IV. Listening Skills

A. Is able to:

1. Follow directions

2. Be attentive

3. Repeat assignment orally

4. Listen for and recall main points of a discussion or story

5. Wait until called upon for answers

6. Tune out extemporaneous noise not related to class activity.

V. Can name electronic developments of communicative services.

A. Telephone

1. Locate and use public phone.

2. Place local calls.

3. Place long distance calls.

4. How to report wrong numbers.

5. Use proper phone manners.

6. Use white pages of telephone directory.

7. Use yellow pages of telephone directory.

B. Radio

C. Television

D. Teletype

E. Telstar

VI. Written Communication - is able to:

A. Compose and write:

1. Simple message

2. Simple thank - you

3. Simple personal letter

4. Simple letter of inquiry

5. Simple biographical sketch

B. Complete following forms:

1. Social Security application

2. Credit application

3. Catalogue order

4. Job application

5. Application or letter for birth certificate

6. Personal checks (method of writing and cashing)

VII. The Job Interview

A. Can describe his/her duties from previous work experience

B. Can fill in personnel card (local form)

C. Can complete simple application

1. Knows meaning of reference, business, character, school, church and police.

2. Knows social security number or has it with him.

3. Knows meaning of being convicted of breaking the law.

D. Can state things to do during interview:

1. Proper dress.
2. Proper grooming.
3. Speak clearly.
4. Do not talk too much.
5. Be frank and honest.
6. Stand until asked to be seated.
7. Use sir or ma'am.

PERSONAL AND SOCIAL ADJUSTMENT

I. The Individual

A. Personal Health and Hygiene

1. Keeps hands and nails clean.
2. Keeps hair clean and combed.
3. Keeps teeth clean and breath fresh.
4. Keeps clothes clean and ironed.
5. Wears appropriate dress to school.
6. Keeps shoes clean or polished.
7. Does not walk on the backs of his shoes.
8. Takes a bath or shower regularly.
9. Uses a deodorant regularly.
10. Gets proper amount of rest.
11. Uses proper amount of make-up.

B. State the meaning of appearance and grooming.

1. Name at least three aspects of appearance.
2. Name at least three aspects of grooming.
3. Can state how good grooming improves appearance.
4. Can tell what clothes would be appropriate at: the beach, school, filling station, office, etc.

5. Is properly dressed at school and work.

6. Is well groomed at school.

C. Etiquette

1. Says "please" and "thank you".

2. Says "pardon, Ma'm or sir".

3. Says "yes, sir (ma'm) and No, sir (ma'm)".

4. Says "excuse me or I beg your pardon".

5. Does not push or shove.

6. Does not run in the classroom or halls.

7. Raises hand in class.

8. Doesn't interrupt while others are talking.

9. Uses good table manners.

   a. asks for something to be passed.

   b. uses napkins.

   c. chews with mouth closed.

   d. does not talk with mouth full.

   e. does not talk loud or sing at the table.

10. Makes correct introductions.

11. Makes correct greeting.

12. Answers telephone correctly.

D. Values and Attitudes

1. Has a pleasing personality.
2. Has a good attitude about himself.
3. Accepts his assets and limitations.
4. Accepts his obligations.
5. Has a good attitude about his family.
6. Has a good attitude about his peers.
7. Has a good attitude about his community.

E. Morals and Virtues

1. Knows the meaning of forgiveness.
2. Readily forgives others.
3. Helps others.
4. Knows the meaning of honesty.
5. Is honest with others.
6. Is honest with himself.
7. Knows the meaning of patience.
8. Is patient with others.
9. Is patient with himself.
10. Knows the meaning of respect.

11. Respects others and their property.

12. Respects himself.

13. Is unselfish.

14. Has some meaningful loyalties.

F. State the meaning of honesty.

1. Can name the three don'ts of honesty.

2. Can state what self concept means.

3. Can state why lying to oneself is the worst lie.

4. Can explain how being late for work is like stealing.

5. Can explain how cheating on tests is cheating oneself.

6. Can explain the difference between borrowing, finding and stealing.

7. Can tell what to do if they find a wallet lying on the ground.

8. Name things that can be stolen besides money, i.e., time, ideas, goods, affection (insincerity).

9. Does not cheat in school.

G. Can explain ability to get along with others.

1. Talks with teacher.

2. Talks with other students.

3. Looks pleasant (countenance).

4. Knows name of employer (if working).

5. Knows names of some other employees.

6. Helps other students in class.

7. Uses proper title when talking to teacher, boss, etc.

8. Can work with peers on projects.

H. Can explain at least one way of showing interest in work, i.e., ask questions, be early.

1. Asks questions in class.

2. Brings in news articles of interest.

3. Asks for additional material on subject.

4. Brings in articles for repair and asks for help and instruction in repairing them.

5. Can explain the role of personality in the world of work.

I. Leisure Time

1. Has developed at least one hobby.

2. Participates in some kind of recreational or sports activity.

3. Has some appreciation for good music.

4. Has some appreciation for good art.

5. Has some appreciation for good literature.

II. The Family

A. Relationship to Family

1. Knows what makes a family.

2. Can name each member of his family.

3. Has a good relationship with parents.

4. Has a good relationship with siblings.

5. Has a good relationship with any others in the family.

6. Can write address.

7. Can write parents' names.

8. Can write siblings' names.

9. Knows difference between immediate and extended family.

10. Knows his responsibilities at home.

11. Assumes his responsibilities at home.

12. Works with his family around the home.

13. Participates in recreational activities with his family.

III. Relationships with Peer Groups

A. Friendships

1. Knows how to make friends.

2. Knows how to be a friend.

3. Has good girl to girl relationships.

4. Has good boy to boy relationships.

5. Has good girl to boy relationships.

6. Realizes the importance in choosing the right friends.

B. Dating - Courtship - Marriage

1. Knows dating manners.

2. Knows appropriate places to go on a date.

3. Knows customs of dating.

4. Understands the purpose of dating.

5. Understand the importance of dating.

6. Realizes differences in dating and courtship.

7. Understands the improtance of courtship.

8. Understands the purpose of courtship.

9. Understands the meaning of engagement.

10. Understands the importance of engagement.

11. Knows problems in high school marriages.

12. Understands masculine role in courtship and marriage.

13. Understands feminine role in courtship and marriage.

14. Knows what to look for in choosing a marriage partner.

15. Understands legal responsibilities of marriage.

16. Is aware of other responsibilities of marriage.

17. Knows the difference between infatuation and love.

18. Understands the purpose of the wedding ceremony.

19. Understands the responsibilities of the wedding ceremony.

20. Realizes some of the important areas of adjustment in marriage.

21. Understands the importance of good in-law relationships.

22. Understands the importance of religious influence in the home.

23. Understand the problems and legal responsibilities of a broken marriage.

IV. Life Sciences

A. Health Education and Family Planning

1. Basically understands

A. The need for family planning.

1) Realizes the importance of family planning.

2) Understands medical reasons for planned parenthood.

3) Understands monetary reasons for planned parenthood.

4) Understands world population problems.

B. Has basic knowledge of the reproductive system and it's functions.

2. Prenatal Care

A. Knows and understands the word prenatal.

B. Knows to see doctor as soon as a pregnancy is suspected.

3. Perinatal Care

1. Knows the value of an attendant during birth.

2. Knows some of the results of immediate neglect.

3. Knows importance of following doctors instructions.

4. Knows not to take any medicine unless prescribed by a doctor.

5. Knows reasons for staying away from alcohol, cigarettes and drugs.

6. Understands importance and necessity of good diet.

7. Understands importance of exercise.

8. Understands importance of rest

9. Knows how and/or where to get additional information for child care.

10. Knows changes taking place in the body.

11. Knows how baby is developing.

B. Child Care

1. Knows supplies needed.

2. Knows basic wardrobe needed.

3. Realizes the importance of cleanliness.

4. Realizes importance of fresh air and sunshine.

5. Realizes importance of balanced diet.

6. Realizes importance of play.

7. Realizes importance of love and affection.

8. Realizes importance of keeping doctor appointments.

9. Can do each of the following correctly:

   a. Diaper a boy child

   b. Diaper a girl child

   c. Pick up and hold baby

   d. Bathe baby

   e. Feed baby

   f. Burp baby

   g. Dress baby

   h. Prepare a formula

10. Knows characteristics of sick baby

11. Can use and read oral and rectal thermometer.

12. Knows what to do for teething baby.

13. Knows principles of toilet training.

14. Understands basic characteristics of each age period.

15. Know how or where free medical help may be obtained.

C. Babysitting

1. Knows responsibilities of a sitter.

2. Knows responsibilities of parent-employer.

3. Knows characteristics of safe sitter.

4. Knows benefits - experience and monetary.

5. Knows how to get along with children.

6. Knows play activities for different age groups.

V. Body Functions and Personal Care

A. Human Body in relation to first aid, safety and jobs.

1. Can name the following most important body parts in each system and a basic function of each.

a) Skeletal - bones

b) Muscular - muscles

c) Digestive - mouth, stomach, liver, intestines

d) Nervous - brain, spinal cord

e) Circulatory - heart

f) Excretory - skin, kidneys, bladder

g) Respiratory - lungs, nose, mouth, windpipe

h) Endocrine - glands

i) Reproductive system

2. Can name five senses and state uses of each

a) Sense of hearing

b) Sense of taste

c) Sense of smell

d) Sense of seeing

e) Sense of touch

3. Understands purpose of these physical needs

a) Rest

b) Food

c) Water

d) Air

e) Shelter

f) Elimination

g) Reproduction

B. Home Nursing Care

1. Knows how to make patient comfortable.
2. Knows how to take temperature and read thermometer.
3. Knows how to change or make a bed.
4. Knows how to keep room clean and pleasant.

C. Health, Safety and First Aid

1. Knows ways to prevent poisoning.
2. Can give first aid for poisoning.
3. Knows ways to prevent food poisoning.
4. Knows causes of food poisoning.
5. Knows some poisonous plants and what they look like.
6. Knows danger spots in the house:
   a) Kitchen
   b) Living room
   c) Bedroom
   d) Bathroom
   e) Halls and stairs
7. Knows emergency phone numbers.
8. Knows ways to prevent fires.
9. Can give first aid for burns.

10. Can give first aid for chemical burns.

11. Can give artificial respiration.

12. Knows different kinds of wounds.

13. Knows ways to stop bleeding.

14. Knows first aid for a nose bleed.

15. Knows first aid for fainting.

16. Knows first aid for something in the:

    a) Eye

    b) Ear

    c) Nose

    d) Throat

17. Knows first aid for animal bites.

18. Knows how to treat for shock.

19. Knows basic first aid supplies.

D. Awareness of Technical Advances

1. Treatment of diseases

    a) Knows the difference between vaccination and a shot.

    b) Knows that a vaccination can be given to prevent:

        (1) Smallpox

(2) Polio

(3) Whooping cough

(4) Various types of measels

c. Knows the difference between an infectious disease and a contagious disease.

d. Knows how sanitation is effective in fighting illness.

2. Organ transplants

Knows that the following organs can be replaced by surgery with limited success:

a. Eye

b. Kidney

c. Heart

3. New drugs and medicines

Is familiar with the term and the use of the following drugs and medicines:

a. Salk vaccine (Polio)

b. Penicillin

c. Tetanus

d. Methadone

e. Birth control pill (estrogen and progesterone)

f. Rabies shots

g. Drugs used in treating RH negative mothers

E. Drugs

1. Knows that drugs can be used to a person's advantage or to his disadvantage.

2. Knows the difference in a prescription drug and a non-prescription drug.

3. Knows that a pharmacy sells both prescription and legal non-prescription drug.

4. Is aware of standard that legal non-prescription drugs must follow and realizes the importance of looking for following information on label.

   a. Name

   b. Chemical content

   c. Name and address of manufacturer

   d. Directions for proper use

   e. Net weight

   f. Fluid measure or numerical count of contents

   g. Warnings and cautions (when necessary)

F. Common and Troublesome Drug Categories

1. Stimulants: (Amphetamines)

   a. Knows that a stimulant causes excess activity and can become addictive.

   b. Knows slang terms: Bennies, pep pills, speed and downers, when heard.

c. Can recognize words: Dexedrine, Benzedrine, Methadrine and Caffeine.

d. Can name manifestations:

(1) Increased alertness and activity

(2) Talkative

(3) Reduced appetite

(4) Dilated pupils

(5) Confusion

e. Knows that a physician may prescribe it to reduce sleepiness or reduce appetite.

f. Knows that it can be taken orally or intravenously.

g. Knows illegal use penalties.

3. Hallucinogenics

a. Knows that they can cause one to hallucinate; and distort physical senses.

b. Can recognize terms when heard

(1) LSD - including "trip"

(2) Mescaline

(3) Rise in blood pressure

(4) Increased pulse rate

(5) Causes shaking

(6) Dilated pupils

(7) Produces changes in mood and behavior

d. Knows that it may be found in various forms: sugar cubes, cookies, and crackers.

e. Knows that even a small speck is powerful.

f. Knows that it is usually taken orally but may be injected.

g. Knows that there are no medical uses, yet and is aware of possible chromosome damage.

h. Knows legal penalties.

4. Narcotics

a. Knows that the term refers to opium and pain-killing drugs made from opium.

b. Can recognize opium derivatives when heard:

(1) Heroin

(2) Morphine

(3) Paregoric

(4) Codeine

c. Knows that marijuana and cocaine are legally classified as narcotics but not chemically.

d. Knows that narcotics are addictive.

e. Knows meaning of "mainlining", and knows that the injection leaves scars on arms.

f. Can recognize tell-tale signs of users. (syringes, bent spoons, cotton and needles, eye droppers).

g. Knows that heroin can be inhaled in powder form and may cause redness and rawness around nostrils.

h. Can name some physical symptoms.

i. Knows that heroin and opium are illegal but that others can be prescribed as pain-killers and cougn depressants.

5. Toxic Inhalants

a. Knows that sniffing various substances can cause dizziness, hallucinations and may cause serious bodily damage and death.

b. Can name some inhalants (airplane glue, paint thinner, gasoline, lighter fluid).

c. Knows that there are no medical uses.

6. Ethyl Alcohol

a. Knows that it is contained in beer, wine, whiskey and other distillates.

b. Knows that it slows down reactions but may cause increase aggressiveness.

c. Can name physical manifestations.

d. Knows that it can be addictive.

e. Knows that its consumption impairs driving ability.

7. Marijuana

a. Knows that it is generally smoked but can be sniffed or eaten.

b. Knows that it is legally but not chemically a narcotic.

c. Knows that it is classified as a hallucinogen but that there is no certain way to predict effect.

d. Is aware that long term effects are not known.

e. Recognizes slang terms:

(1) Reefer

(2) Pot

8. Tobacco

a. Knows that nicotine is the active drug.

b. Is aware of the areas of debate on the long term effects of cigarette smoking on bodily functions and structure.

c. Can name physical manifestations

(1) Reduces appetite

(2) Increases blood pressure

(3) Increases heart rate

(4) Reduces respiratory capacity

d. Knows that there are no medical uses, and that it is used as poison in some insecticides.

SELF-PRESERVATION

I. Foods and Nutrition

A. Meal Planning

1. Considers family size
2. Considers family economic status
3. Can plan a nourishing breakfast
4. Can plan a nourishing lunch
5. Can plan a nourishing dinner
6. Can plan meals for a week
7. Can keep meal planning within a given budget

B. Grocery Shopping

1. Can write an adequate grocery list for a weeks meal plan.
2. Knows how to choose the food store that best fits her needs.
3. Knows how to compare grocery stores.
4. Reads labels
5. Knows how to buy food by weight or measure.
6. Knows how to determine price per lb., oz., gal., etc.

7. Reads and understands grocery ads.

8. Compares storebrand with name-brand.

9. Knows when to buy and then shops specials.

C. Nutrition

1. Knows the four basic kinds of foods.

2. Knows the number of servings needed from each food group daily.

3. Knows what fats do for the body.

4. Knows foods high in fat content.

5. Knows what proteins do for the body.

6. Knows food high in protein content.

7. Knows what calcium does for the body.

8. Knows foods high in calcium content.

9. Knows what iron does for the body.

10. Knows foods high in iron content.

11. Knows where we get our iodine.

12. Knows where we get our florine.

13. Knows something about the following:

    a. Vitamin A

    b. Vitamin D

    c. Vitamin K

    d. Vitamin C

    e. Vitamin E

    f. Vitamin B family

14. Knows importance of water to the body.

D. Fruits

1. Can name at least 10 fruits.

2. Knows how to store different kinds of fruit.

3. Knows how to select fresh fruit.

4. Compares fresh, frozen and canned to get the best price per pound.

5. Cam prepare fresh fruits.

6. Can prepare canned fruits.

7. Can prepare frozen fruits.

8. Can prepare dried fruits.

9. Has some idea of cost.

E. Vegetables

1. Can name at least 12 vegetables.
2. Know correct storage of vegetables.
3. Knows how to select fresh vegetables.
4. Compares fresh, frozen and canned to get the best price per serving.
5. Can prepare fresh vegetables correctly.
6. Can prepare frozen vegetables correctly.
7. Can prepare canned vegetables correctly.
8. Has some idea of cost.

F. Salads

1. Can prepare a vegetable salad.
2. Can prepare a fruit salad.
3. Can prepare a molded salad.
4. Can prepare a main dish salad.
5. Can make a homemade salad dressing.

G. Cereals

1. Can name several cereals (wheat, corn, oats).
2. Knows several ready-to-eat breakfast cereals.
3. Can prepare a hot cereal.

4. Can prepare several macaroni products.

5. Can correctly prepare rice.

6. Has some idea of cost.

H. Beverages

1. Knows how to prepare tea.

2. Knows how to prepare coffee by several methods.

3. Knows how to prepare cocoa.

4. Knows about the effects of caffeine.

5. Has some idea of cost.

I. Milk

1. Know at least 5 milk foods.

2. Knows about the following:

a. pasturized milk

b. homogenized milk

c. skim milk

d. low fat milk

e. evaporated milk

f. sweetened condensed milk

g. nonfat dry milk

h. buttermilk

i. yogurt

j. half and half

k. light cream

l. whipping cream

m. sour cream

3. Knows several kinds of cheese.

4. Knows correct storage of milk foods.

5. Knows the nutritive value of milk foods.

6. Knows how to select the best and most economical milk food according to its use.

7. Knows the cost of milk foods.

8. Knows proper cooking methods when using milk and milk foods.

J. Eggs

1. Know correct storage for eggs.

2. Knows different grades and sizes.

3. Knows how to prepare egg by several methods (frying, boiling, poach, etc).

4. Knows how to prepare meringues.

5. Knows the cost of eggs.

6. Knows nutritive value.

K. Meats

1. Knows different kinds of meat.

2. Know correct storage for meats.

3. Knows how to select meat.

4. Knows about different cuts of meat.

5. Knows different grades of meat.

6. Knows cost of meats.

7. Knows meat substitutes.

8. Knows how to prepare meats in the following ways:

   a. broil

   b. pan broil

   c. fry

   d. roast

   e. braise

9. Is familiar with variety meats.

10. Can cut up a chicken.

L. Breads, Cakes and Pies

1. Can prepare several quick breads.
2. Can prepare box cake or muffins.
3. Can prepare biscuits.
4. Can make a pie.
5. Can make several kinds of cookies.

M. Meal Preparation

1. Gets everything ready before beginning actual preparation.
2. Prepares so that all food items are completed and ready to serve at the same time.
3. Cleans up kitchen as meal is prepared.
4. Can prepare a simple but balanced and attractive:
   a. breakfast
   b. lunch
   c. dinner
5. Can read and follow a receipe.
6. Knows how to store leftovers.
7. Knows how to do home freezing.

N. Table Setting

1. Sets table correctly.

2. Can make an attractive center piece.

3. Knows how to correctly serve and remove plates from table.

O. Kitchen Utensils

1. Handles knives carefully.

2. Takes care of all utensils.

3. Uses small appliances properly and carefully.

II. Clothing

A. Sewing Equipment

1. Use the following correctly and identifies it by its proper name:

a. cutting shears

b. pinking shears

c. tape measure

d. yardstick

e. straight pins

f. pin cushion

g. thimble

h. needle

i. tracing wheel

j. tracing paper

k. chalk

B. The sewing Machine

1. Can identify the following parts:

a. needle

b. tension regulator

c. stitch regulator

d. slide plate

e. feed dog

f. presser foot

g. presser bar lever

h. spool pin

i. bobbin

j. bobbin winder

k. bobbin case

l. hand wheel

m. foot control

2. Does best to care for machine

3. Threads the machine correctly

4. Winds the bobbin correctly

5. Takes pride in work

6. Can replace a needle

C. Pattern selection

1. Can choose correct pattern size

2. Knows how to use information on the pattern envelop pertaining to the following:

a. amount and type of fabric required

b. lining or interfacing required

c. sewing notions

d. finished length

3. Know several stores where sewing materials may be purchased.

4. Can purchase sewing needs w/o the help of anyone other than the sales lady.

5. Buys pattern suited to the individual.

D. Pattern fitting and Alterations

1. Knows where on the pattern alterations are to be made.

2. Can make basic alterations.

E. Pattern Instructions and Vocabulary

1. Can pin pattern to fabric properly.

2. Can identify the following pattern markings and knows the purpose of each.

   a. straight grain arrow

   b. fold grain arrow

   c. cutting line

   d. stitching line

   e. dart markings

   f. notches

   g. dots

3. Can construct a garment by following only the pictorial directions.

F. Cutting and Marking

1. Cuts pattern our accurately.

2. Marks pattern correctly with chalk.

G. Fabrics

1. Select a fabric suitable for the season of the year.

2. Selects a fabric with texture and color that enhances the wearer.

3. Considers the care the fabric will need.

4. Properly prepares fabric before cutting straightening and/or pre-shrinking.

5. Knows directions of lengthwise threads.

6. Knows directions of widthwise threads.

7. Knows direction of bias.

8. Can identify selvage.

9. Knows the differences between knitted, woven and felted fabrics.

10. Reads label before buying fabric - looks for the following:

    a. color fast

    b. washable

H. Clothing Construction

1. Knows how to stitch straight line.

2. Knows how to stitch curved line.

3. Knows how to stitch corner - pivot.

4. Knows how to backstitch.

5. Knows why stay stitching is necessary.

6. Can stay stitch.

7. Can construct a seam.

8. Know to put right sides of material together unless otherwise stated.
9. Knows purpose of darts.
10. Can sew on a button.
11. Can sew on a snap.
12. Can put in a 1 flap zipper.
13. Can put in a 2 flap zipper.
14. Can machine baste.
15. Can construct or prepare facings.
16. Can apply facings to garment.
17. Can put in a sleeve.
18. Can construct and apply a collar.
19. Trims seams correctly.
20. Clips curves correctly.
21. Can construct a pleat.
22. Can gather something correctly.
23. Can construct a tuck.
24. Can apply interfacing correctly.
25. Can apply a lining correctly.
26. Can put in a hem.
27. Knows how to apply hem tape.
28. Knows how to use bias tape.

29. Can construct a machine buttonhole.

30. Can cover a button.

31. Can construct and apply a pocket.

32. Can topstitch correctly.

33. Can apply some type of trim.

34. Can put elastic through a casing.

35. Can make belt loops.

36. Use iron and ironing board to press during construction of garment.

I. Embroidery and Handwork

1. Can do simple embroidery stitches.

2. Can do needlework.

3. Can knit.

4. Can crochet.

J. Purchasing Ready Made Clothing.

1. Knows how to plan wardrobe.

2. Knows to buy from reliable stores.

3. Knows to watch for items on sale.

4. Knows best buys are after Christmas and Easter or at the end of the season.

5. Chooses clothes carefully for right size, style and color.

6. Checks the way the garment is made.

7. Reads all information on label.

8. Buys shoes large enough.

9. Buys clothes and shoes appropriate for the time and occasion.

K. Clothing Care

1. Know a number of washing products.

2. Knows how to separate clothing for wash.

3. Knows clothes to be washed in warm water.

4. Knows clothes to be washed in cold water.

5. Knows clothes to be washed in hot water.

6. Knows clothes to be washed by hand.

7. Can do a hand wash.

8. Can operate washing machine.

9. Can operate dryer.

10. Know which clothes are to be dry cleaned.

11. Knows how to use bleach.

12. Knows how to use starch.

13. Knows how to use a softner.

14. Knows correct way to hang clothes on line.

15. Knows how to care for permanent press clothing.

16. Can iron flat items (sheet, pillowcase, hand.).

17. Can iron dresses, shirts, blouses, etc.

18. Knows how to care for steam iron.

19. Knows how to care for washing machine.

20. Knows how to care for dryer.

21. Can do simple mending.

III. Home Management

A. Can follow a sequential routine.

1. Can make out and follow a daily time schedule.

2. Can make out and follow a weekly time schedule.

3. Know several methods of work simplification.

4. Budgets time wisely.

5. Budgets energy wisely.

6. Budgets money wisely for the following:

a. food

b. clothing and care

c. shelter

d. home furnishings and machines

e. transportation

f. health

g. recreation

h. education

i. savings

7. Can keep a family record book.

B. Sales Gimmicks

1. "Come on" ads

2. Door to door sales gimmicks

3. Chain letters

4. "Free" giveaways

5. Record and book clubs

6. Miracle cures and "quacks."

7. "Fast" loans (Balloon) mortgages

8. High pressure sales and repossession

a. cars and accessories

b. furniture

IV. The Making of a Home

A. Know to consider the following when looking for a home:

1. family size

2. economic status

3. location

4. Type of construction

5. resale

B. Knows liveable and attractive ways to arrange furniture.

C. Considers the following when furnishing and/or decorating the home:

1. Cost

2. Quality

3. Practability

4. Wearing ability

5. Color

6. Comfort

7. Variety

8. Coordination

9. Maintenance

D. Basic House Cleaning

1. Knows how to care for the following:

a. Floors

b. Bathroom and kitchen fixtures

c. Rugs and carpets

d. Upholstery

e. Walls and woodwork

f. Windows

2. Uses large appliances carefully.

3. Can clean an oven.

4. Can defrost a freezer.

5. Knows how to clean different kitchen surfaces.

SOCIAL AND ENVIRONMENTAL SCIENCES

I. Citizenship

A. Definition, identification, duties of a citizen in our society.

1. Can tell what a society is and list at least three different societies he is a member of.

2. Can state ways of becoming a citizen does, i.e., obey the law, vote, pay taxes, be loyal to country.

4. Knows what taxes are used for.

5. Can define loyalty to country.

a. Can name the father of our country.

b. Can explain the meaning of Independence Day, i.e., birth of the U.S.

c. Knows the meaning of freedom in the U.S. (allows a choice).

d. Knows why a good citizen will fight for our country.

e. Knows meaning of stars and stripes.

B. Structure of society.

1. Can state people in the family.

   a. Can state at least three things a family has in common, i.e., name, religion, politics, home.

   b. Can define blood relation.

   c. Can define relation by marriage.

   d. Can give examples of blood and marriage relations.

   e. Can describe what inheritance means.

   f. Can give examples of things that are inherited, i.e., home, money, land, business.

   g. Knows what status is and how it is affected by family.

2. Can define neighborhood.

   a. Can list at least three things found in a neighborhood, i.e., friends, church, store, school, playground, park.

   b. Can name some (4) of the streets in his neighborhood.

   c. Knows the last names of at least three families in his neighborhood.

d. Knows the different churches.

e. Can tell where the neighborhood store is located.

3. Knows that a number of neighborhoods make up a community.

a. Knows difference between neighborhood and community.

b. Can describe the three types of communities, ie.e., urban, suburban and rural.

c. Knows why the city is losing people and the suburban area is growing.

d. Can explain what a ghetto is.

e. Knows why people can live outside the city in today's society.

f. Can describe the types of communities, i.e., service, business and manufacturing.

1. Can state main source of income for people living in the local community.

2. Can describe how a community grows, i.e., along highways.

3. Can name at least four main streets in local community.

4. Can name the main highways that lead into local community.

5. Knows the names of three towns around local community and their direction.

6. Knows how the local community services the citrus industry.

7. Can name at least three citrus fruits.

8. Can state why good schools attract people to local community.

9. Knows why local community has so many motels and restaurants.

10. Can explain tourism in Florida.

g. Can state at least three things an urban center must have to be a manufacturing center.

1. Can define manufacture.

2. Can tell why factories came into being.

3. Can explain division of labor.

4. Can explain what an assembly line is.

5. Can explain how an assembly line can produce goods cheaper.

C. Functions of society through its institutions.

1. Family institution

a. Can write names of family members.

b. Can write address.

c. Can state function of the family, i.e., reproduction and raising children.

d. Can state duties of family members.

e. Can state his family duties and responsibilities.

2. School institution

a. Can state purpose of the school.

b. Can state how education helps him make a better living.

c. Can explain what the peer group is.

d. Can explain what he does in the peer group.

e. Can say what will happen if he does not conform to the peer group.

f. Can state why a high school diploma is important.

g. Can explain why school provides him with abilities to gain security.

h. Can explain how school prepares him for jobs.

i. Knows schools are run by county.

3. Religious institution

   a. Can state why we have religion, i.e., gives purpose to life.

   b. Can state name of church.

   c. Knows clergyman's name.

   d. Knows at least three duties of the pastor.

4. Government institution

   a. Knows purpose of government, i.e., civic liberties and civic controls.

   b. Can state at least two branches of government.

      1. Knows at least two duties of above branches.

   c. Can name the four levels of government.

      1. Can name and locate national capitol.

      2. Knows president's name.

      3. Knows vice-president's name.

      4. Can name and locate Tallahassee.

      5. Knows governor's name.

      6. Can name and locate local community.

7. Can name and locate local county.

8. Knows name of mayor of local community.

d. Can describe at least three things that each level of government does.

e. Knows the names of the two major parties.

f. Knows names of homeroom primary and alternate student council representative.

g. Civic responsibility

1. Knows who owns public property.

2. Knows why he should take good care of it

3. Can state why we have laws (protection).

4. Knows who will punish you if you break laws.

5. Can state the three levels of law enforcement officers.

6. Can state at least three duties of all police.

7. Can state difference between rules and laws.

a. Who makes rules.

b. Who punishes you if you break rules.

c. Can explain difference between punishmen for breaking laws and breaking rules.

8. Knows that police do not punish - the courts do.

9. Knows what the business clubs are for and who joins them.

10. Knows what the fraternal clubs are and what they do.

11. Knows what the Chamber of Commerce is and what it does.

5. Economic institution

a. Can state the purpose of the economic institution.

b. Knows how our goods are distributed.

c. Knows why we have money.

II. Social Studies - knows:

A. Has knowledge of:

1. Basic government structure.

a. City

b. County

c. State

d. Federal

e. U.S. Constitutuion

2. Current political figures

a. Mayor

b. Governor

c. Vice-president

d. President

3. Laws and responsibility of the individual.

a. Civil laws

1. Property purchase (cars, homes, etc.)

2. Property rental (homes, apts.)

3. Conduct in public (loitering, drinking)

4. Income tax

b. Criminal laws

1. Firearms and other weapons (knives, etc.)

2. Robbery, theft, assault

3. Bolita, card and dice games

4. Consequences of criminal record

c. Juvenile court

1. Truancy

2. Vandalism

3. Shoplifting

4. Basic court procedure
    a. Lawyer
    b. Judge
    c. Prosecution
    d. Defense
    e. Fines
    f. Arrest rights
    g. Basic weapons laws
    h. Responsibilities surrounding personal signature (legally binding, etc.)
5. America Past and Present
    a. Origins of U.S.
        1. American Revolution
        2. Civil War
        3. 20th Centry crises
            a. WW I
            b. WW II
            c. Vietnam
            d. Current crisis?

b. Contributors to American Society.

1. George Washington
2. Abraham Lincoln
3. Ben Franklin
4. George Washington Carver
5. Booket T. Washington
6. Mary Bethune
7. Martin Luther King
8. Present president
9. Thomas Edison
10. Alexander Graham Bell
11. Helen Keller

c. The modern age

1. Telegraph
2. Telephone
3. Radio
4. TV
5. Automobile
6. Airplane
7. Electricity (its uses)

8. Rockets

9. Radar

10. Refrigeration

III. Science

A. Technical advances in Space

1. Knows that the United States has extensive programs concerning the universe that include the following:

a. Exploratory satellities to various planets.

b. Exploratory satellities within our atmosphere.

c. Manned and unmanned trips to the moon.

d. Telstar

2. Knows that Cape Kennedy in Florida is a large space center.

B. Universe

1. Knows that the solar system is made of bodies moving around the sun.

2. Is aware that earth is part of a solar system.

3. Knows that there are nine known planets in our solar system and that the earth is in thrid position from the sun.

4. Is aware that the earth revolves around the sun and that this causes season.

5. Is aware that the earth rotates around on its axis and that this causes day and night.

6. Knows that one complete turn around the sun in an earth year.

7. Knows that many planets have smaller satellites that revolve around them.

8. Knows that the earth's satellite is the moon.

9. Knows that the sun is a star made up of hot gases.

10. Knows that the sun rises in the east and sets in the west.

11. Knows that the stars shine because they give off light.

12. Knows that the earth gets its light from the sun.

13. Knows that the sun gives off energy in the form of heat and light.

14. Knows that the sun is bigger than the earth.

15. Knows that the sun is 93,000,000 miles from the earth.

16. Has a basic understanding of gravity and inertia in relation to why planets revolve around the sun.

17. Has been introduced to one or more of the scientific theories of how the universe was formed.

18. Understand that the moon does not give off light.

19. Has basic understanding of moon phases.

20. Has basic understanding that tides are caused by the moon's pull of gravity on the earth.

21. Can state reasons why knowledge of tides is helpful.

22. Is aware of the dangers of watching a solar eclipse.

C. Earth

1. Knows that the earth is made up of layers or rock, minerals, water and soil.

2. Understands basically the effect that gravity has on man on earth and man on moon.

D. Conservation - Ecology

1. Can state several methods used to conserve natural resources.

IV. Environmental Science - Earth Science
(Earth, Moon, Sun Relationships)

A. Our galaxy the Milky Way

1. Knows our sun is an average size star.

2. Knows we are 93,000,000 miles from the sun.

3. Knows there are nine planets.

4. Can name at least four planets besides the earth.

5. Knows the length of time it takes for the earth to revolve around the sun.

6. Can explain at least one change that occurs because of earth's revolution around the sun.

7. Knows how long it takes for the earth to rotate on its axis.

8. Can explain one change that occurs because the earth rotates.

9. Knows how many days in a year (365 ¼).

10. Knows how many days in a leap year (366).

11. Knows which month gets the extra day.

12. Can name the four seasons.

13. Can name the month with the shortest day.

14. Can name the month with the longest day.

15. Can draw parallel lines.

16. Can draw one line vertical to another.

17. Can find the equator on a globe or map.

18. Can find international date line on globe or map.

19. Can find the prime meridian on globe or map.

20. Can state how long days and nights are at the equator.

21. Can state how long day is at the North Pole in June.

22. Knows what causes the seasons.

23. Can locate Florida on a globe or map.

24. Can locate local area on a Florida map.

25. Can use grid system to locate a large city on map.

26. Can explain meaning of A.M. and P.M.

27. Can name at least two time zones in United States.

28. Can calculate time in Chicago from local area.

29. Knows hours in a day.

30. Knows minutes in an hour.

31. Knows seconds in a minute.

32. Can tell time including minute, hour, A.M. and P.M. - day, month, and year.

V. Geography

A. Can explain one way mountains are built.

1. Can describe a valley.

2. Can describe a river.

3. Can describe a lake.

4. Can describe an island.

5. Can describe a peninsula.

B. Can locate at least five continents.

C. Can locate:

1. Can find Rocky Mountains on a physical map.

2. Can find Appalachian Mountains on a physical map.

3. Can find Mississippi River on a physical map.

4. Can find Florida on a physical map.

5. Can explain one reason for mountains' wearing away.

6. Can explain how Florida was built.

7. Can locate local area on atlas map.

8. Can look up coordinates of a city in the atlas giving the name.

9. Can locate that city on the atlas map.

10. Can point out N., S., E., and W. on the atlas map.

11. Can find the north arrow on a local map.

12. Can state what part of town he lives in.

13. Knows general direction from his home to school on local map.

14. Can locate a dot on a simple letter number grid (examiner draw on paper).

15. Given simple letter number grid can place dot in correct location, i.e., C-3.

16. Knows direction from one simple L-N grid to another point.

17. Can point to approximately N in classroom.

18. Can point to four cardinal points in classroom.

19. Can locate a town on a road map using the L-N grid.

20. Can name highway numbers leading into local area.

21. Can find distance on a road map between various towns.

22. Knows direction from local area to various towns.

D. Knows:

1. Word population.

2. Population of U.S. (212,161,000) fourth largest.

3. Population of Florida (6,671,162) (density 114 sq. mi.).

4. Population of local community.

E. Weather - Factors Related to Health, Safety and Vocation.

1. Can recognize fog and realizes that it hampers sight.

2. Knows that when driving in daylight and fog or rain is present the lower beam headlights should be on and one must reduce speed.

3. Knows that when wetness due to rain is present, it may cause an illness.

4. Knows that force from heavy winds can cause mild to heavy damage.

5. Knows that cool winds can cause illness.

6. Can recognize three basic cloud forms (not necessarily by name) and can determine the type of weather each is associated with -

a. Cirrus

b. Cumulus

c. Stratus

7. Knows the danger of lightning during a thunderstorm.

8. Knows the purpose of a lightning rod on a building or home.

9. Knows that high humidity can cause unrefrigerated food to spoil and germs to grow.

10. Is aware that when dew and/or frost are present, driving conditions can be hazardous.

11. Realizes the effects of drought on corps.

12. Realizes the importance of conservation of water.

13. Knows that hurricanes move slowly in the tropics and can do much damage.

14. Knows that during a hurricane, the wave on waterfront areas do the most damage, especially at high tide.

15. Knows precautionary measures to take in case of flooding.

16. Can recognize a tornado and knows to retreat to an underground shelter or to the lowest level of ground.

17. Knows the damages caused by ice and snow to people and property.

F. Effects of Weather

Is aware of the effect of weather on the following:

1. Manner of dress
2. Work
3. Plant growth
4. Health
5. Economy

G. Measurement of Weather

1. Reads a liquid thermometer (Farenheit scale) accurately.
2. Knows that a barometer measures air pressure.
3. Knows that a wind vane measures wind direction.
4. Knows that an anemometer measures wind speed by miles per hour.
5. Knows that a hygrometer measures relative humidity.
6. Knows that rainfall is measured by rain gauge which measures in inches, and tenths or hundredths of an inch.
7. Knows that radar can locate storms and tell how much area is being covered.

8. Knows what a weather bureau station is and knows how the information can be found on television, radio and in the newspaper.

9. Can name importance of weather forecasting:

   a. Decisions about clothing.

   b. Protection of shipments of perishable foods on trucks, railroads, and ships.

   c. Warnings for gas, light and power companies.

   d. Protection of crops from cold weather.

   e. Life saving.

H. Environment

1. Water

   a. Knows that Florida has an abundance of water supply.

   b. Can name uses of fresh and salt water:

      1. Drinking water supply

      2. Recreation

      3. Cooking

      4. State's economy

c. Knows that unwise use of water may endanger health and welfare of people and community.

d. Knows that reservoirs and drainage systems are necessary to control water.

e. Is aware of and can name water pollutants.

f. Knows the basic method of water distributions system.

g. Knows where drinking water comes from and how it is purified.

h. Knows the meaning of pollution.

i. Can name ways that pollute water and ways to avoid this.

j. Knows that boiling water kills the impurities.

2. Can explain how:

a. Water vapor gets in the air.

b. What a cloud is.

c. What fog is.

d. At least one reason for rain.

3. Knows temperature at which:

a. Water freezes.

b. Water boils.

4. Air

   a. Realizes that clean air is necessary for good health.

   b. Knows the meaning of pollution.

   c. Can name air pollutants.

   d. Knows that air pollution can cause lung and nasal damage.

   e. Knows that warm air rises.

   f. Knows that cold air descends.

5. Knows what happens to air in a tire after it has been driven a long time.

6. Knows relationship between pressure and temperature on air.

7. Can state difference between:

   a. Solid

   b. Liquid

   c. Gas

8. Can state difference between:

   a. Gas

   b. Gasoline (gas)

9. Knows land breeze blows off the land.

10. Knows sea breeze blows off the sea.

11. Knows the Gulf of Mexico and Atlantic Ocean around Florida are warm.

12. Knows a "low" brings clouds and rain.

13. Knows a "high" brings fair, clear weather.

14. Knows a tornado is high wind in a small area.

15. Knows hurricanes come from South Atlantic and cover 100 - 200 miles.

I. Animals

1. Can identify animals in each category and tell where they are found and a characteristic of each.

   a. Fish

   b. Mammals

   c. Insects

   d. Spiders

   e. Reptiles

   f. Birds

   g. Worms

   h. Amphibians

2. Can recognize dangerous spiders:

   a. Black Widow

   b. Tarantula

   c. Scorpion

3. Can recognize harmful parasites that live on the bodies of man, chickens, cattle, dogs and other animals.

   a. Mites

   b. Ticks

   c. Chiggers

   d. Tapeworms

   e. Roundworms

   f. Fungus (athlete's feet, impetigo)

4. Can state safe methods to eliminate each of the parasites.

5. Can state precautionary measures for the prevention of parasites.

6. Knows the following conservation laws concerning fishing (1971 - Polk Co.).

   a. A license is needed for fresh water fishing if a person is 15 years or older.

   b. Persons under 15 years must be accompanied by a licensed person.

   c. There is a day's bag limit.

   d. No license is necessary for salt water fishing.

   e. Even though it is not a formal law, small fish should be thrown back into the water.

7. Knows game conservation laws (1971 - Polk Co.).

   a. A license is necessary for persons over 15 years and any person under 15 must be accompanied by a licensed adult.

   b. A county license is necessary for only county hunting. To hunt outside the county one must obtain a state license.

   c. There are designated Public Management Areas wherein a $5.00 seasonal stamp over the regular fee is necessary to hunt.

   d. Knows the location of local bird sanctuaries.

8. Is aware that certain seasons are designated for hunting of certain animals.

9. Is aware of the places where information concerning local hunting laws can be obtained.

10. Can name following contributions of domestic animals:

    a. Companionship

    b. Work

    c. Food

    d. Clothing

    e. By-Products

11. Can name the following contributions of wild life.

J. Plants

1. Knows that plants are living things.

2. Knows that there are annual, biennial, and perennial plants and knows the differences in each.

3. Knows that water, minerals, air, room, and sunlight are necessary for plant life.

4. Knows the effect of climate on plants.

5. Knows the effect of seasons on plants.

6. Understands that blossoms precede fruit.

7. Is able to recognize:

   a. Poison ivy

   b. Poison oak

   c. Poison sumac

   d. Bull nettles

   e. Oleander

   f. Some mushrooms

8. Is aware that certain insecticides are harmful if fruit has been sprayed.

9. Can name leaves used for food.

10. Can name roots used for food.

11. Can name some uses of plants other than food.

12. Can state unwise lumbering practices, habits of animals and carelessness of man that destroys trees.

13. Knows months of year when oranges, tomatoes, and grapefruit are ripe.

14. Is aware of bacteria.

15. Knows that bacteria can be helpful and harmful.

16. Knows that bacteria can be killed by sunlight, disinfectant (Lysol or Cresol), antiseptic, or an antibiotic such as a capsule of penicillin.

WAGES AND HOURS

I. Wages

A. Understands purpose of wages.

B. Knows methods of payment and form of each.

1. Cash

2. Check

3. Exchange of goods for work.

C. Methods of pay and fringe benefits.

1. Can explain the difference between hourly pay and salary.

2. Can explain:

a. Hourly pay.

b. Daily pay.

c. Weekly pay.

d. Semi-monthly pay.

e. Monthly pay.

f. Piece work pay (groves).

g. Tip pay.

h. Overtime.

i. Commissions.

3. Knows what the minimum wage is.

4. Knows what a bonus is.

5. Can explain why an employer may hold back the first pay period and how he receives that pay when he leaves the job.

6. Can explain the following and knows they are called fringe benefits.

   a. Sick leave pay.

   b. Paid Holidays.

      1. Christmas.

      2. July 4th.

      3. Thanksgiving.

      4. Birthday.

   c. Vacation pay.

   d. Group insurance plan (Health and Life).

   e. Workmen's Compensation pay (FICA).

   f. Unemployment pay.

   g. Profit sharing plans.

   h. Retirement plans.

   i. Social security.

D. Pay Check Deducations.

   1. Can explain the following deductions.

      a. FICA - Workmen's Compensation.

      b. Income tax.

      c. Social Security.

d. Union dues.

e. Uniform upkeep.

f. Health and Life Insurance.

g. Government bonds.

h. Retirement plan.

i. Profit sharing plans.

2. Can define gross pay.

3. Can define net pay.

II. Awareness of Unions.

A. Is aware of what a union is.

B. Can explain:

1. Closed shop.

2. Open shop.

C. Knows the meaning of "black ball".

D. Is aware of what a strike is.

E. Is aware of the relationship between unions and management.

F. Is aware of the union representative.

G. Understands the difference in being "laid-off" and being "fired" from a job.

H. Knows regulations of unemployment compensation and workmens' compensation.

III. Types of Jobs.

A. Job awareness.

1. Can describe a seasonal job and state an example (groves).

2. Knows why seasonal jobs are not desirable.

3. Can define skilled, semi-skilled and unskilled as related to jobs.

4. Can state what shift work is.

5. Can state what a split shift is.

6. Can state length of work week.

7. Can state what overtime is.

8. Can define migrant work.

B. General work Information.

1. Knows sources of jobs.

a. Can read and understand classified ads.

b. Knows where Voc. Rehab. office is and who the counselor is.

c. Knows what a personnel office is and what they do.

d. Knows what the Florida State Employment office is and where located.

C. Miscellaneous Work Information.

1. Can explain what a bond is, who pays for it and what type of jobs require it.

   a. Can state what happens if he is turned down for a bond.

2. Knows who issues a health certificate and how to obtain one.

3. Knows where and how to get work permit.

4. Is aware of the meaning of business license.

5. Is aware of and knows where to get a peddler's permit.

6. Is aware of building permits.

IV. Managing Earnings.

A. Expenses.

1. Is familiar with obligations of fixed expenses.

   a. Rent.

   b. Mortages.

   c. Insurance

      1. Fire

      2. Life

      3. Auto

      4. Health

d. Taxes

e. Utilities

2. Knows possibilities of unexpected expenses.

B. Knows meaning of terms associated with savings.

1. Deposit

2. Gain

3. Worth

4. Per Cent

5. Interest

6. Deposit Slip

7. Statement

8. Endorsement

9. Bonds

C. Knows meaning of words associated with insurance.

1. Policy

2. Premium

a. Beneficiary

b. Dividends

c. Group Insurance

d. Liability

e. Cancelled

D. Techniques of Buying

1. Understands buying on credit, repayment responsibilities and repossessments.

2. Can compute interest on credit.

3. Knows standard interest rate of loans.

4. Knows hazards of dealing with loan companies.

5. Knows importance of understanding contracts before he signs.

6. Is familiar with purpose of mortgages.

7. Is familiar with purpose of down payments.

8. Can use cash register

9. Can use adding machine.

E. Postal Services

1. Knows price of stamps.

2. Knows purpose of stamp.

3. Knows purpose of special delivery.

4. Knows purpose of registered letters.

5. Knows purpose of insured mail.

F. Consumer Education

Knows:

1. Not to sign papers that are not understood fully.

2. Not to allow other people to use personal credit cards.

3. Basic facts about insurance.

G. Knows different types of taxes.

1. Federal

2. Social Security

3. City and State Sales Tax.

H. Is familiar with tax terminology.

1. Gross income.

2. Payroll deductions.

3. Withholding statement.

4. Joint returns.

5. Knows of places to get help when figuring taxes.

V. Bank Services.

A. Checking Accounts.

1. Can accurately fill out deposit slip.
2. Can accurately fill out check stub.
3. Can check bank statements.
4. Understands various service charges.
5. Is familiar with purpose of money orders.
6. Is familiar with purpose of savings bonds.

B. Savings Accounts.

1. Can fill out deposit slip.
2. Understands interest.
3. Familiar with bank loans.

FUNCTIONAL SKILLS

I. Math Skills.

A. Computation of Whole Numbers.

1. Understands up to 4 digits in place value.

2. Adds accurately up to 4 digits and can successfully carry.

3. Subtracts up to 4 digits accurately when borrowing is required through the thousands place.

4. Can multiply using 2 digit multipliers.

5. Divides accurately with 1 digit divisor.

6. Divides accurately with 2 digit divisors and 4 digit dividends.

B. Fractions (Common)

1. Computes half of a given number.

2. Computes thirds of a given number.

3. Computes fourths of a given number.

4. Computes 1/2, 1/4, 3/4 of an hour.

5. Computes 1/4, 1/2, 3/4 of a given amount.

C. Decimal fractions

1. Is able to arrive at a decimal fraction if given a common fraction in relation of money.

2. Computes tenths of an hour.

3. Computes tenths of an hourly wage.

D. Percents

1. Can recognize and write percent symbol.

2. Calculates a given percentage of money.

3. Calculates a given percentage of a whole.

E. Measurement

1. Measures accurately with following tools.

a. Ruler

b. Yardstick

c. Tape Measure

d. Measuring cup

e. Weight scales

f. Measuring spoons

2. Accurately converts equivalences.

   a. Inches to feet

   b. Inches to yards

   c. Feet to yards

   d. Cups to pints

   e. Quarts to gallons

   f. Cups to quarts

   g. Pints to quarts

   h. Pecks to bushels

   i. Ounces to pounds

   j. Citrus containers

3. Can recognize and spell abbreviations associated with numbers.

   a. Inches

   b. Foot

   c. Yard

   d. Cup

   e. Pint

   f. Quart

   g. Gallon

   h. Peck

   i. Ounces

j. Pound

k. Dozen

l. Teaspoon

m. Tablespoon

4. Reads and interprets instruments.

a. Thermometer

b. Speedometer

c. Recognize Utility meters

1. Water

2. Electricity

3. Gas

d. Pressure guage

F. Time Clock

1. Uses and writes given times in short form.

2. Can count minutes before and after hours.

3. Knows 60 seconds = 1 minute.

4. Knows 60 minutes = 1 hour.

5. Knows 24 hours in a day.

6. Understands and uses half past, quarter til, and quarter after.

7. Computes number of hours in a given period of time.

8. Identifies A.M. and P.M.

9. Can read time schedules and understand them.

G. Money

1. Can recognize and write dollar symbol.

2. Can recognize and write cent symbol.

3. Knows relationship of pennies and amounts.

   a. 5 pennies = 1 nickel

   b. 10 pennies = 1 dime

   c. 25 pennies = 1 quarter

   d. 50 pennies = 1 half dollar

   e. 100 pennies = 1 dollar

4. Knows relation of nickels to amounts.

   a. 2 nickels = 1 dime

   b. 5 nickels = 1 quarter

   c. 10 nickels = one half dollar

   d. 20 nickels = 1 dollar

5. Knows relation of dimes to amounts.
   a. 5 dimes = half dollar
   b. 10 dimes = one dollar
6. Knows relations of quarters to amounts.
   a. 2 quarters = half dollar
   b. 4 quarters = one dollar
7. Knows relations of half dollar to amounts.
   a. 2 half dollars = 1 dollar
   b. 4 half dollars = 2 dollars
8. Knows relation of bills
   a. 10 ones = 10 dollar bill
   b. 5 ones = 5 dollar bill
9. Adds money properly
10. Subtracts money properly.
11. Counts coins to $1.00
12. Recognize bills
    a. $1.00
    b. $5.00
    c. $10.00
    d. $20.00

13. Knows concept of relative values (example: 15¢ = 1 dime and 1 nickel).

14. Can give change from:

    a. 25¢

    b. $1.00

    c. $5.00

    d. $10.00

15. Understands fractions - parts of a dollar.

    a. 1/4 = 25¢

    b. 1/2 = 50¢

    c. 3/4 = 75¢

    d. 1/5 = 20¢

    e. 1/10 = 10¢

16. Can compute item cost by 1 digit multipliers.

17. Can compute cost of 1 item if given construction of several.

18. Can compute wages earned during given time.

H. Can State what a bank does, i.e., buys and sells money for profit.

1. Knows the definition of loan.

2. Knows the meaning of collateral.

3. Knows where a bank gets its money.

4. Knows why bank interest on savings is lower than on loan.

5. Knows the difference between the interest rates is the profit a bank makes.

6. Can state why you put money in a savings account.

7. Can state why you use a checking account.

8. Can define a low risk loan.

9. Can define a high risk loan.

10. Can tell why people who cannot borrow money from a bank can get a loan from a loan company.

11. Can tell why money from a loan company costs more than money from a bank.

12. Can explain what a credit rating is.

13. Can state at least two things necessary to establish credit.

14. Can name at least three types of credit cards.

15. Can explain what a credit card is.

16. Can tell how he pays for goods bought using a credit card.

17. Knows he should not charge mor than 1/3 of his take - home pay and pitfalls of overcharging.

18. Knows the meaning of installment buying.

19. Knows the meaning of mortgage.

20. Can explain why he should have life insurance.

21. Can explain why he should have accident and health insurance.

II. Reading Skills

A. Reads and comprehends at least on fifth grade level.

B. Is able to:

1. Complete individualized reading assignments.

2. Extract word meanings from context.

3. Knows basic library skills.

III. Pre - Vocational

A. Can state how a good or poor rating affects him - pay, promotions, etc.

Knows the meaning of promptness in reporting to work.

1. Knows the improtance of being "on time".

2. Knows two ways of reporting to work, i.e., sign in sheet, time clock.

3. Can describe (show later) how to use time clock.

4. Suggests, without being asked directly, he would be at work early.

5. Can explain why he must report to the boss.

6. Is in class on time.

B. Can state the difference between promptness and attendance.

1. State the meaning of attendance.

2. Can explain why absenteeism is important to the employer.

3. Can combine in one sentence promptness and attendance.

4. Is in class everyday (absence from role).

5. Calls employer when sick (if working).

6. Notifies work coordinator if not at work.

7. Looks at person he is talking with.

8. Does not cover mouth with hands when talking.

9. Speaks clearly when asking questions.

C. State the meaning of ability to follow directions properly.

1. Can define ability.

2. Ask student to repeat a series of directions, i.e., lift right hand, place on head, put left hand in pocket, close eyes and open mouth.

3. Can state the first rule of learning directions, listening.

4. Can define sequence.

5. Follows directions in school, i.e., can run errands, get equipment, etc.

6. Can follow class schedule.

7. Follows directions in shop work.

D. State meaning of ability to stick to a job until it is completed.

1. Can define ability.

2. Can tell of a job he has stuck to until finished.

3. Can tell how going to school until he gets a diploma is "sticking to it!"

4. Completes classroom work (check other teachers).

5. Completes shop projects (check other teachers).

E. Knows meaning of ability to learn new tasks.

1. Can define task, i.e., part of a job.

2. Can explain why it is easier to learn a task than a whole job.

3. Can state the rules of learning a new task.

   a. Listening

   b. Watching

   c. Thinking

   d. Ask questions

   e. Practice

4. Can do assigned tasks in school room.

5. Can operate shop machines.

6. Can and does follow machine check lists.

F. Can explain what following company rules and procedures means.

1. Can state who makes rules, i.e., the boss, the principal, the teacher, the parent, etc.

2. Can explain what will happen if he breaks rules.

3. Can explain why a company has rules.

G. Can define dependability and reliability.

1. Can define depend.

2. Can define rely.

3. Can explain difference between depend and rely.

4. Can state at least two reasons the boss depends on you.

5. Is in class on time with equipment each day.

H. Can define ability to accept criticism.

1. Can define criticism.

2. Can define accept.

3. Will accept correction by teacher pleasantly.

4. In work coordinator conferences, accepts correction and acts on it.

5. Can do a shop project right after correction.

I. Can define initiative as seeing things to be done.

1. Can define routine.

2. Can explain how a good routine helps you to remember.

3. Can explain how a good routine is also a good safety practice.

4. Picks up paper in classroom without being told.

5. Asks to do various jobs around classroom.

6. Makes suggestions in classroom and shop.

J. Can state what ability to work unsupervised means.

1. Knows supervisor and boss are usually the same person.

2. Can state what unsupervised means.

3. Can relate sticking to a job, and working unsupervised to each other.

4. Copies notes from chalkboard without being told.

5. Can work in shop without supervision.

K. Can state how much notice should be given when leaving a job.

1. Knows importance of quitting job correctly.

2. Knows importance of references from past employers.

3. Knows responsibilities he owes to his employer.

IV. Functional Vocational Skills

A. Can explain the reaning of care of equipment and materials.

1. Can explain care.

2. Knows the difference between equipment and materials.

3. Can identify pieces of equipment.

4. Can identify tools.

5. Can identify machines.

6. Can identify types of materials.

7. Can give procedures for care of equipment.

8. Can give rules for care of material.

9. Can state the difference between tools and machine.

10. Has a neat notebook.

11. Has sharpened pencils before class begins.

12. Is careful of school equipment.

13. Returns tools to crib.

14. Uses shop material carefully.

15. Cleans shop, work station, and tools.

B. Can explain the meaning of necessity for safety and health procedures.

1. Can define regard.

2. Can state most important rule of safety (mind on work).

3. Can state at least three other important rules of safety.

4. Can state safety rules around machines.

5. Can define health.

6. Can state at least three rules of health, i.e., rest, food, cleanliness.

7. Can relate health and grooming.

8. Eats lunch each day.

9. Does not sleep in class.

10. Uses all protective equipment in shop.

C. Electrical Energy

1. Can name at least three household appliances that run by electrical heat, i.e., toaster, oven, dryer, lights, iron.

2. Can name at least three household appliances that run by electrical motors, i.e., fan, mixer, air conditioner, can opener, vacuum cleaners.

3. Can name at least three electronic household devices, i.e., transistor radio, t.v., hi-fi, radar oven.

4. Knows which of above devices are most expensive to run, i.e. heat types, then motor types and cheapest electronic types.

5. Knows what a fuse or circuit breaker is for.

6. Knows you should never put a penny in a fuse box.

7. Knows what main fuse or circuit breaker is for.

8. Knows what a switch does.

9. Can explain how to check a circuit if a lamp will not work.

   a. Be sure it is plugged in.

   b. Change bulb.

   c. Change fuse.

   d. Check cord for broken wire.

10. Can replace a plug on lamp or appliance cord.

11. Can replace fuse and circuit breaker.

12. Can reset a circuit breaker.

13. Can replace a wall switch.

14. Can replace brushes in vacuum cleaner, fuse or other motor appliance.

15. Can replace a convenience outlet.

16. Can follow stove diagram and find stove fuse.

17. Can replace stove fuse; can replace dryer fuse.

18. Knows what a reset button is for.

19. Can make a safe soldered splice in an extension cord.

20. Can replace oven element.

21. Can install a crimp fitting (all kinds).

22. Can connect a fuse box, a switch and convenience outlet in proper order.

D. Practices safety in the shop.

E. Can use tools correctly.

1. Can change a band saw.

2. Can change a sanding belt.

3. Can saw at 45^{o} angle with mitre.

4. Can operate the drill press, i.e., drill a predetermined depth hole and measure size of hole.

5. Can measure with rule, square and calipers.

6. Can identify hand tools and use safely.

7. Can set up band saw for sawing predetermined widths.

8. Can solder.

9. Can make a glue joint.

10. Can bend a 45° and 90° angle.

11. Can use spray gun and mix paint.

12. Can sweep shop correctly.

13. Can estimate size of bolts and nuts.

14. Can identify machine and standard threads.

15. Can sharpen a drill bit, chisel and plan blade.

16. Can install a wood screw and putty over.

17. Can glaze and set a window.

18. Can replace a screw.

19. Can patch dry wall.

20. Can replace door hinges and locks.

SUGGESTED MATERIALS & EQUIPMENT

Sewing machine
table mixer
cassette tape recorder
cooker-fryer
electric percolator
sewing-cutting tables
lawnmover
electric drill
toaster
electric frying pan
electric can opener
washer
dryer
seed & garden spredder
miter box with saw
vacuum cleaner
typing table
edger - trimmer

skillet
hand mixer
glassware
measuring cups
cake pans
wall mirror
sewing boxes
pinking shears
bent handle shears
embroider shears
mops
mop wringer pail
brooms
dust pan
wheel barrow
sprinkler
hoes
shovels

crafts work bench
tool cabinet
work bench
portable sander
all-in-one water pipe kit
cash register
portable hair dryer
mower
floor polisher-shampooer
adding machine
typewriters
melmac service for 8
steam iron
ironing board
household scales
stainless steel tableware
casseroles
cutlery set
food grinder
dishboard and drainer

rakes
pruning shears & saws
hand drill
hack saw
screwdrivers
square
folding rule
punches & chisels
water hose
rug hooker
adjustable frame for hooking rugs
craft weaving loom
saw horses
files
socket wrench set
sandpaper
paint
paint brushes
vise
plunger

cannister set

stainless steel pots

baking pan

colander

pie plates

bell-type timer

laundry cart

levels

wood rasp

glass cutter

first aid kit

allen wrenches

wire brush

complete tool set

paint roller

soldering iron

pipe wrenches

hammers

scrapers

mason trowels

thermometers

BOOKS

Frank E. Richards Publishing Company:

Jerry Works in a Service Station

Getting a Job

Money Makes Sense

Planning Meals for Shopping

Plans for Living

Using Dollars and Sense

Health for Happiness

We Are What We Eat

Campus Work Experience

Teenagers Prepare for Work

Everyday Business

Better Living

Safe and Sound

Newspaper Reading

I Want a Job, Vol. A

On the Job, Vol. B

Getting Ready for Payday, Vol. C

Teenagers at Work

BOOKS (continued)

Getting Along Series: (Richards Publishing Company)

Al Looks for a Job, Vol. II

A Job at Last, Vol. III

Money in the Pocket, Vol. IV

After School is Out, Vol. I

Jobs A to Z

From Tires to Teeth

Foundations of Citizenship

Rights and Duties of Citizens, I & II

Family Life, I & II

You

Happy Housekeepers

Using Money Series:
Counting My Money, I

Making My Money Count, II

Buying Power, III

Earning, Spending, and Saving, IV

What is Electricity

Weather and Us, I & II

Finding Ourselves Book

BOOKS (continued)

Unemployed Uglies

Learning Arts:

Finding and Holding a Job (transparencies)

I want a Job (transparencies)

Success at Work (transparencies)

McGraw - Hill:

Teen Guide to Homemaking (8 color filmstrips)

Managing Your Money Series (6 color filmstrips)

Cooking Series (8 filmstrips)

Finney Company:

Finding Your Job Series, 1 - 6

Educational Activities Inc. :

Social Perceptual Raining Kit for Community Living

Lawson: (workbooks)

Everyday Business

Unemployment is Non-Cents

Fearon:

Using the Dictionary

Measure Up

Using Dollars and Cents

STATE BOARD OF EDUCATION APPROVED TEXTBOOK ADKPTIONS

ELEMENTARY

Educable Mentally Retarded

Language Arts

Wilson et al
Merrill Linguistic Readers:
- My Alphabet Book, 1967
- Reader 1, 1966
- Tea. Ed., 1966
- Reader 2, 1966
- Tea. Ed., 1966
- Reader 3, 1966
- Tea. Ed., 1966
- Reader 4, 1966
- Tea. Ed., 1966
- Reader 5, 1966
- Tea. Ed., 1966
- Skills Book for Reader 1, 1966
- " 2, 1966
- " 3, 1966
- " 4, 1966
- " 5, 1966
- " 6, 1966
- Drillkit (spirit), 1969
- Language Arts Skills Kit (spirit), 1969
- Poetry and Rhyme (spirit), 1969
- Syntax I: Word Class Functions (spirit), 1969
- Word Skills (spirit), 1969
- Comprehension (spirit), 1969
- Literature Appreciation Kit, 1970
- Classroom Practice Kit (Alphabet & Word Cards), 1967
- Alphabet Cards (master class set), 1967
- Alphabet Mastery Test (spirit), 1966

Charles E. Merrill Publishing Co.

Carillo et al
The Chandler Reading Program:
Let's Look, g. K-1, 1970
Words to Read, g. K-2, 1970
Swings, g. 2, 1970
Trucks and Cars to Ride, g. 2, 1970
Slides, g. 2, 1970
Bikes, g. 2, 1970
Supermarket, g. 2, 1970
Let's Go, g. 2, 1970
Let's See the Animals, g. 3, 1970
Let's Take a Trip, g. 4, 1970
Take a Big Look, g. 5, 1968
Tea. Ed. "
Take Another Look, g. 5, 1969
Tea. Ed. "
Looking Here and There, g. 6, 1970
Tea. Ed. "
Looking Everywhere, g. 6, 1971
Tea. Ed. "
Worksheet Pad for Swings and Slides, 1965
Worksheet Pad for Trucks and Cars to Ride and Bikes, 1965
Worksheet Pad for Supermarket and Let's Go, 1965
Worksheet Pad for Let's See the Animals, Part 1, 1966
Worksheet Pad for Let's Take a Trip, Part 1, 1967
Worksheet Pad for Let's Take a Trip, Part 2, 1967
Workbook for Take a Big Look, 1969
Tea. Ed. "
Workbook for Take Another Look, 1970
Tea. Ed. "
Workbook for Looking Here and There, 1971
Tea. Ed. "
Workbook for Looking Everywhere, 1971
Tea. Ed. "
Word Cards for Swings, Slides, Trucks and Cars to Ride, Bikes, Supermarket and Let's Go, no copyright date
Word Cards for Let's See the Animals, no copyright date
Pictures to Read, 1965
Paperback Picture Portfolio, 1965

Let's See the Animals Picture Portfolio, 1966
Poems and Verses to Begin On, 1967
Poems and Verses About Animals, 1967
Poems and Verses About the City, 1968
Films for the Chandler Reading Program (39 Titles)
Noble and Noble Publishers, Inc.

Siegried Engelman et al
Distar Instructional System:
Distar Reading I: (1969)
Teacher's Kit 7-7600
Student set of 5 including workbooks 7-7735

Distar Reading II: (1969)
Teacher's Kit 7-7660
Student set of 5 (Modules I, II & III) 7-7739
Module I 7-7736
Module II 7-7737
Module III 7-7738

Distar Language I: (1969)
Teacher's Kit 7-7700
Student set of 5 7-7700

Distar Language II: (1970)
Teacher's Kit 7-7820
Student set of 5 7-7741
Science Research Associates, Inc.

Mathematics

Sullivan and Wagner
Readiness in Math, 1969
Sullivan Basal Math Series:
Basal Math Tests 1 through 37, 1970
Teacher's Key to In-Book Examinations, 1970
Teacher's Key to Final Examination Booklet, 1970

Teacher's Record Book, 1970
Student's Record Book, 1970
Sullivan Math Placement Examination, 1970
Guide to Math Placement Examination, 1970
Student's Final Examination Booklet, 1970
Sullivan Math Duplicating Masters, Vol. I, 1972
Sullivan Math Duplicating Masters, Vol. II, 1972
Sullivan Math Games, 1972

Behavioral Research Laboratories

Siegfried Engleman and others
Distar Instructional System:
Distar Arithmetic I, 1969:
Teacher's Kit 7-7800
Student set of 5 including workbooks 7-7742
Set of 5 workbooks 7-7744
Distar Arithmetic II, 1970:
Teacher's Kit 7-7850
Student set of 5 including workbooks 7-7745

Science Research Associates, Inc.

SECONDARY

EXCEPTIONAL CHILD EDUCATION

Educable Mentally Retarded

Language Arts

Chapman et al
The Mott Basic Language Skills Program:
Book 160 - Word Attack Skills, 1971
Word Bank, 1969
Consumer Buying - Basic Numbers and Money, 1971
Placement Guide - Informal Screening, 1970

Comprehension Series:
Book 301, 1968
Book 302, 1968
Book 303, 1969
Book 304, 1968
Book 601, 1970
Book 602, 1970
Book 603, 1970
Book 604, 1970

Semi - Programmed Series:
Book 1301, 1967
Book 1302, 1967
Book 1303, 1967
Book 1304, 1967
Book 1305, 1967
Book 1306, 1967
Book 1607, 1967
Book 1608, 1967
Book 1609, 1968
Book 1610, 1968
Allied Education Council

Cebulash (editor)
Action Series:
Action Unit, 1970
Action Unit Book 1, 1970
Action Unit Book 2, 1970
Action Unit Book 3, 1970
The Fallen Angel and Other Stories, 1970
Take 12/ Action Plays, 1970
Poster Set, 1970
Action Record, 1970
Action Library I (Complete), 1972
The 50 Ford, 1972
The House that Half-Jack Built, 1972
A New Life for Sarita, 1972
The Ratcatcher of Whitestone, 1972
Silver Dollar Mystery, 1972
"Skill Builder" Ditto Masters, 1972
Action Library II (complete), 1972

Crash at Salty Bay, 1972
The Girl Who Knew Rule One, 1972
No Girls Allowed, 1972
One Punch Away, 1972
The Race Driver, 1972
Ditto Masters, 1972
Scholastic Book Services

Mathematics

Parsky
Target Series:
Math for Citizenship, 1967
Math for Employment Part I, 1970
Math for Employment Part II, 1970
Math for Everyday Living, 1969
Math for the Worker, 1969
Math for Family Living, 1967
Tea. Ed. for the Worker, 1969
Mafex Associates, Inc.

Hunter and Lafallette
The Learning Skills Series: Arithmetic, 1969:
Book A Acquiring Arithmetic Skills
Book B Building Arithmetic Skills
Book C Continuing Arithmetic Skills
Book D Directing Arithmetic Skills
Webster Division, McGraw Book Company, Inc.

SURVEY FINDINGS

Of the 67 districts surveyed, 43 returned information. Analyzing the data received from the survey, there are three (3) alternatives being used for graduation for secondary educable mentally retarded programs.

Plan A

The student is assigned to a special education class and upon termination of a 3 year "stay" receives a certificate of attendance. Evidence shows that these programs may or may not include [illegible] courses of study.

Plan B

The student receives a special education diploma with a specifically outlined program approved by the local board of education. This program is usually made up of classwork conducted by special education teachers and vocational education teachers. The classwork, however, has not been delineated into specific courses of study which makes it impossible for the local school board to approve a regular diploma.

Plan C

The final program is one in which the educable mentally retarded student meets the State regulations for the traditional credit method of graduation and graduates receiving a regular high school diploma. In order for Plan C to be a success, the following steps must be taken.

1. Outline a 3 or 4 year career education program, meeting minimum state requirements for secondary educable mentally retarded students to include:

   A. Course Title and/or number - number of Credits

   B. Length of Course

   C. Grade Level

   D. Prerequisite

   E. Course Description

   Example

   Course Title: Occupational Math I - 1 Credit

   Length of Course: 2 semesters (1 hour daily)

   Grade Level: 10

   Prerequisite(s): a) Satisfactory completion of math work in 9th grade special education class or an equivalent.

   b) Students will meet age and entrance requirements established by Exceptional Child Education at the district level.

   Course Description: Review of addition, subtraction, multiplication, and division, review of money, introduction to check writing, banking, and selling.

2. Receive district school board approval of the proposed program, courses of study and provisions for awarding diplomas.

3. The individual has been properly staffed and placed in the exceptional child program as outlined in the District Procedures for Special Education.

The following is a suggested outline of courses which could be used in grades 10, 11 and 12.

10th Grade

Course	Number	Credit	Teacher
Occupational English	OENG I	1	Special Education Teacher
Occupational Math	OMA I	1	Special Education Teacher
Occupational Social Studies	OSS I	1	Special Education Teacher
Physical Education	PE I	1	Regular Physical Education Teacher
Consumer Education	CO I	1	Vocational Education Teacher
	Total	5	Credits

11th Grade

Course	Number	Credit	Teacher
Occupational Math	OMA II	1	Special Education Teacher
Occupational Social Studies (To include 30 hours of Americanism vs. Communism)	OSS II	1	Special Education Teacher
Related Science	RS I	1	Special Education Teacher
Vocational Education	VE I	1	Special Education Teacher or Vocational Education Teacher
Consumer Education II	CO II	1	Vocational Education Teacher
	Total	5	Credits

12th Grade

Course	Number	Credit	Teacher
Occupational Math	OMA II	1	Special Education Teacher
Occupational English	OENG III	1	Special Education Teacher
Work Experience	WE I	3	Special Education Teacher and/or Vocational Education Teacher and Vocational Rehabilitation Counselor
	Total	5	Credits

Keeping in mind that only 15 credits are necessary to graduate, electives are listed as alternatives for the board to consider.

Electives

Art

Music

ROTC

Physical Education

Driver Education

It is suggested, that upon completion of a program design, the required amount of copies (depending on the local board) be sent to the superintendent to be presented to the local board. The program may then be implemented with the board's approval.

Conclusions

In view of the alternatives mentioned, it is suggested that Plan C is the most viable for secondary educable mentally retarded students.